DOCUMENT RESUME

ED 429 230 CE 078 496

TITLE	Nebraska Work Based Learning Manual. Planning and Implementation Guides for Educators, Employers, Policymakers, and Parents.
INSTITUTION	Nebraska State Dept. of Education, Lincoln.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE	1998-06-00
NOTE	527p.
CONTRACT	V048A1002700; 972441
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF02/PC22 Plus Postage.
DESCRIPTORS	Apprenticeships; Articulation (Education); Career Academies; *Career Awareness; Career Counseling; Career Education; *Career Exploration; Career Guidance; Clinical Experience; Compliance (Legal); Cooperative Education; *Education Work Relationship; Entrepreneurship; Integrated Curriculum; Internship Programs; Legal Problems; Mentors; Part Time Employment; Postsecondary Education; Practicums; Program Development; Program Implementation; *School Business Relationship; Secondary Education; Service Learning; Student Employment; Supervised Occupational Experience (Agriculture); Tech Prep; Vocational Education; *Work Experience Programs

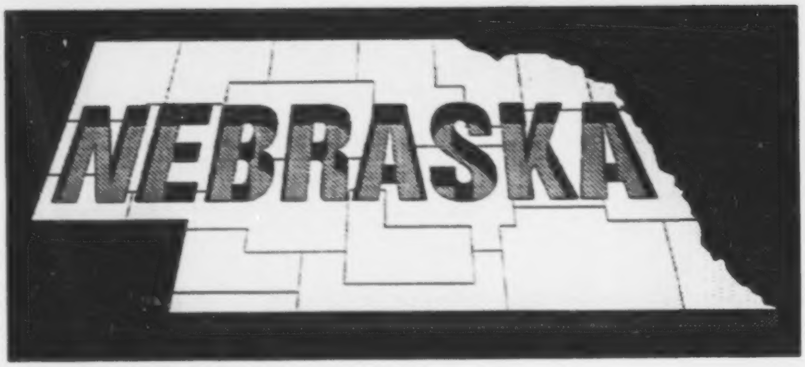
ABSTRACT

This manual contains a series of 10 detailed guides for school practitioners who are beginning to create work-based learning programs at their schools. Work-Based Learning Overview defines the different elements of work-based learning and describes the roles of program participants. Program Planning Guide offers suggestions about how to plan programs, who to involve, and what key steps to take in implementing those plans. Marketing and Work Site Development Guide contains ideas for identifying and establishing contact with potential employers, setting up learning experiences, and evaluating program activities. Career Guidance and Counseling Guide offers suggestions for helping students identify career interests and aptitudes, developing learning objectives, and assessing student learning. Career Awareness Activities Guide describes three examples and includes sample forms for setting up each activity. Career Exploration Activities Guide describes four examples and includes sample forms. School Site Career Preparation Guide describes eight activities and provides sample forms. Work Site Career Applications Guide describes nine applications and provides sample forms. Work-Based Learning Legal Issues Guide covers insurance, health and safety, transportation, and labor laws as they affect the planning of work-based learning opportunities. Teacher/Administrator Externship Guide provides information to set up externships and sample forms. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 429 230

NEBRASKA
WORK BASED LEARNING
MANUAL



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
C A Jurgens
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

CE078496

PLANNING AND IMPLEMENTATION GUIDES
FOR EDUCATORS, EMPLOYERS, POLICYMAKERS, AND PARENTS

NEBRASKA STATE DEPARTMENT OF EDUCATION

Kimberly J. Peterson	District 1	Lincoln
Ann Mactier	District 2	Omaha
Beverly J. Peterson	District 3	Oakland
Rick C. Savage	District 4	Omaha
Katherine Endacott	District 5	Pleasant Dale
Terry Loschen	District 6	Grand Island
Kathy Wilmont	District 7	Beaver City
Kathleen McCallister	District 8	Omaha

Douglas D. Christensen, Ph.D.
Commissioner of Education

NEBRASKA INDUSTRIAL COMPETITIVENESS ALLIANCE SCHOOL-TO-CAREERS COMMITTEE

Thomas Whalen, Chair	Silverstone Consulting, Inc.	Omaha
Dennis Baack	Nebraska Community College Association	Lincoln
Craig Broyhill	Broyhill Company	Dakota City
Dr. Doug Christensen	Nebraska Department of Education	Lincoln
Dr. Don Helmuth	University of Nebraska -Lincoln	Lincoln
Dr. Carroll Krause	Nebraska State College System	Lincoln
Maxine Moul	Nebraska Department of Economic Development	Lincoln
Jim Paladino	Omaha Joint Electrical Apprenticeship	Omaha
A.F. "Tony" Raimondo	Behlen Manufacturing	Columbus
Sandy Scofield	Nebraska Math and Science Coalition	Lincoln
Maureen Wenke	Wenke Manufacturing Company	Pender

The Nebraska Work Based Learning Manual was developed by the Nebraska Department of Education through funding provided by the Carl D. Perkins Vocational and Applied Technology Education Act, Grant #V048A1002700 and the School-to-Work Opportunities Act, Grant #9724441 with the State of Nebraska. It is the policy of Nebraska Departments of Education and Economic Development not to discriminate on the basis of sex, disability, race, color, religion, marital status, age or national or ethnic origin in its education programs, admissions policies, employment or other agency-administered programs.

Inquiries about the manual may be directed to: Carol Jurgens, Tech Prep Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE, 68509, 402-471-0948, cjurgens@nde4.nde.state.ne.us

6/98

TABLE OF CONTENTS

Foreword v

Acknowledgments vii

Introduction ix

Part I . Work Based Learning (WBL) Overview

A. Why Work Based Learning? I-1
B. What Is Work Based Learning? I-1
C. Benefits of Work Based Learning I-2
D. All Aspects of the Industry I-4
E. School-to-Work Definitions I-5
Bibliography I-8

Part II. Program Planning Guide

Executive Summary II-1
A. Partnership Strengths Assessment II-3
B. Tips for Getting Started II-13
C. Stakeholder Roles/Responsibilities II-15
D. Ongoing Program Improvement and Evaluation II-17
E. Partnership Building II-19
F. WBL Options II-23
G. Creating WBL Local Action Plans II-29
H. Key WBL Personnel II-35
Bibliography II-41

Part III. Marketing and Work Site Development Guide

Executive Summary III-1
A. Program Promotion III-1
B. Work Site Development III-9
C. Designing Marketing Tools III-13
Bibliography III-19

Part IV. Career Guidance and Counseling Guide

Executive Summary IV-1
A. Career Guidance and Counseling IV-3
B. Career Pathways IV-7
C. Career Portfolios IV-15
D. Individualized Career Plans IV-21
E. Intervention Strategies IV-25
F. Assessment IV-31
Bibliography IV-35

Part V. Career Awareness Activities Guide

Executive Summary V-1
A. Career Fair/Career Day V-3
B. Classroom Guest Speakers V-19
C. Field Trips (Business/Industry Tours) V-27
Bibliography V-35

Part VI. Career Exploration Activities Guide

Executive Summary VI-1
A. Career Guidance and Counseling Services VI-3
B. Career Interviews VI-5
C. Job Shadowing VI-13
D. Research Papers/Projects VI-35
Bibliography VI-39

Part VII. School Site Career Preparation Guide

Executive Summary VII-1
A. Applied Academics Courses VII-3
B. Career Academies VII-13
C. Entrepreneurship Projects/Classes VII-19
D. School Based Enterprises VII-25
E. Tech Prep Programs/Articulation VII-27
F. Vocational Student Organization (VSO) Project/Competition VII-49
G. Vocational-Technical Programs VII-55
H. Workplace Readiness Class VII-61
Bibliography VII-69

Part VIII. Work Site Career Applications Guide

Executive Summary VIII-1
A. Apprenticeships VIII-3
B. Clinical Work Experience VIII-27
C. Cooperative Education (COOP) VIII-47
D. Internship/Practicum VIII-77
E. Mentorships VIII-103
F. Part Time Work VIII-117
G. Service Learning Projects VIII-123
H. Supervised Agricultural Experiences (SAE) VIII-135
I. Work Experience Career Exploration Program (WECEP) VIII-139
Bibliography VII-161

Part IX. Legal Issues Guide

Purpose of the Guide IX-1
Acknowledgments IX-1
Overview IX-3
A. Insurance/Liability IX-7
B. Transportation IX-9
C. Health/Safety IX-9
D. Confidentiality/Privacy IX-11
E. Sexual Harassment IX-11
F. Equal Employment Opportunity Laws IX-11
G. Employment Security Law IX-12
H. Fair Labor Standards Act (FLSA) IX-13
I. Wage and Hour Laws IX-14
J. Child Labor Laws IX-19
K. Additional Nebraska Employment Laws IX-28
L. Cooperative Vocational Education IX-29
M. Apprenticeship IX-31
N. Resources IX-32
Bibliography IX-33
Appendices IX-35

Part X. Teacher Externship Guide

Introduction X-1
A. Externship Goals X-2
B. Benefits of Externships X-2
C. Elements of Successful Programs X-3
D. Competencies for Success in Career and School X-4
E. Externship Models X-4
F. Setting Up Externship Programs X-6
G. Nebraska Success Stories X-10
H. Sample Forms for Externships X-11

FOREWORD

The mission of Nebraska School-to-Careers is:

> **To create a statewide system of education and employment opportunities that will enable young people to attain the skills and knowledge required in the work place of today and tomorrow, and to transition smoothly from school to careers.**

School-to-career activities take many different forms from classroom based learning experiences that include career awareness and exploration activities to work based learning experiences that involve active student participation in the work place. This manual focuses on developing, implementing and maintaining work based learning opportunities in Nebraska.

The reader is, however, urged to recognize that school-to-careers is an evolving, dynamic concept that will change over time. This manual is a work in progress that will require periodic revisions and updates as the experiences and innovations of the users become recognized as promising practices for implementing work based learning programs.

Program development and implementation will be a challenge, but holds the promise of restructuring education by bridging classroom and communities to create work based learning opportunities that maximize student interests, motivation, creativity and effort.

We hope this manual will help you provide the opportunities that make it possible for young people to gain the competence, commitment to teamwork, and problem solving skills they will need to meet the challenges of the 21st century.

Best wishes,

Carol Jurgens

Carol Jurgens, Director
Tech Prep/Cooperative Education
Nebraska Department of Education

BEST COPY AVAILABLE

ACKNOWLEDGMENTS

In preparation for creating a Nebraska Work Based Learning Manual, many resources were reviewed, including the school-to-work and/or work based learning manuals of a number of states. In an attempt not to recreate the wheel, portions of the following sources were adapted with permission for use in this manual and are referenced in the bibliography at the end of each Part.

A Guide to Work-Based Learning: Business and Industry Risk Management Plan (Michigan)
Career Academies Presentation - GMS Partners (Maryland)
Career Academies: Emerging Findings from a 10-Site Evaluation - MDRC (New York)
Consensus Framework for Workplace Readiness - CCSSO
Developing and Implementing School-to-Work in South Carolina
Getting to Work: A Guide for Better Schools - MPR Associates (California)
Oregon Work Based Learning Manual
Teacher Externship Guide (Boston)
Workplace Learning Strategies Manual (California)

The following panel of writers and reviewers with expertise in work based education donated their time and effort to create this manual. We acknowledge the time and expertise of the following people:

Linda Bohlmann	Nebraska Department of Education
Richard Campbell	Nebraska Department of Education
Wayne Embry	Southeast Community College - Milford
Carol Jurgens	Nebraska Department of Education
Barbara Larson	Central Community College - Grand Island
John Lentell	Crete High School
Doris Lux	Central Community College - Columbus
Bonnie Malcolm	Plattsmouth High School
Glennis McClure	Southeast Community College - Beatrice
Darl Naumann	Nebraska School-to-Careers
Terry Neddenriep	Lincoln Public Schools
Mary Ann Nielsen	Central Community College - Grand Island
Carol Schulz	Beatrice High School
Bonnie Sibert	Nebraska Department of Education
Kristin Stock	Career Pathways and Partnerships - Columbus
Ella Wenamn	Central Community College - Columbus
Patty Wood	Nebraska School-to-Careers
Dale Zikmund	University of Nebraska at Kearney

In addition, the following individuals devoted their time and expertise to review *Part IX - Work Based Learning Legal Issues Guide*:

John Albin	Nebraska Department of Labor
Jeanette Smith	Nebraska Department of Insurance
Ray Griffin	Nebraska Department of Labor
Tom Moloney	Nebraska Department of Labor
Tara Muir	Worker's Compensation Court
Scott Summers	Nebraska Department of Education
Richard Tesarek	U.S. Department of Labor
T. Grey Borden	Nebraska Department of Health and Human Services

A *special thank you to Arlene Eslinger*, Tech Prep Administrative Assistant at the Nebraska Department of Education, for her diligence in keeping us on task and for putting forth the extra effort it takes to complete a project of this magnitude.

NEBRASKA
WORK BASED LEARNING
MANUAL

INTRODUCTION

The School-to-Work Opportunities Act of 1994 (P.L. 103-239) is paving the way for a new approach to learning in America. Through this act, states and localities are building quality school-to-work opportunities systems that prepare young people for further education and careers in high-skill, high-wage jobs.

Developed with the input of businesses, education, labor and community-based organizations that have a strong interest in how American students prepare for the changing world of work in the 21st century, the effort to create a national school-to-work system contains three fundamental components:

- **Work Based Learning**. Employers provide structured learning experiences for students that develop broad, transferable skills. Work based learning that takes place at the work site provides students with opportunities to study complex subject matter as well as vital workplace skills in a hands-on, "real life" environment.
- **School Based Learning**. School-to-work programs restructure the educational experience so that students learn rigorous academics through career applications. Teachers work together with employers to develop broad-based curricula that helps students instill and deepen the learning of their work site experience. Work based learning that takes place at the school site helps students actively develop projects and work in teams, similar to modern workplaces.
- **Connecting Activities**. Connecting activities ensure the coordination of the work and school site learning components of a school-to-work system. It may include matching students with the work site learning opportunities of employers, linking participants with other community services necessary to ensure a successful transition from school to work, and increasing opportunities for minorities, women and individuals with disabilities.

A school-to-work system should be a structured, high-quality, mainstream system, suitable for ***all*** students, including the college-bound. Such a system should integrate schools and workplaces, academic and vocational learning, and secondary and postsecondary educational institutions. It should provide students completing the system with both academic and industry workplace skills which are widely recognized and portable.

Nebraska's School-to-Careers (STC) system is based on the proven concept that education for all students can be made more relevant and useful to future careers and lifelong learning. Rather than just memorizing facts of a textbook, students will learn by applying what they have learned to real life and real work situations.

The chart on the following page shows the major elements of the Nebraska system:

- **Career Awareness**
- **Career Exploration**
- **School Site Career Preparation**
- **Work Site Career Applications**

These elements represent the overlapping stages that most people experience in their career selection and preparation process. The **Connecting Activities** ensure the coordination of these elements into a comprehensive system for successful transition from school to work and/or postsecondary education. While the approaches chosen to link school and work may vary, the connecting activities provide the link that focuses the elements on a unified goal, rather than a random set of isolated experiments.

Work based learning takes place at both the worksite and school site. *Work site learning* occurs in a business or community organization away from school. *School site learning* focuses on academic and occupational career preparation as part of the classroom curriculum. These school-to-career activities combine to create a lifelong process of career development stretching from preschool to adulthood.

Elements of the NEBRASKA SCHOOL-TO-CAREERS SYSTEM

Connecting Activities

- Establish partnerships between business/industry/government and education
- Master work based competencies to be learned via a combination of school site and work site learning
- Link educational programs with employer strategies to upgrade current work force
- Integrate academic and vocational education to connect school site and work site learning
- Evaluate courses/programs to determine appropriateness and relevancy of content and methodology
- Establish horizontal and vertical articulation between and among all levels of educational institutions
- Improve and strengthen career guidance skills for all school personnel
- Provide professional development for teachers, counselors, administrators, and mentors
- Establish a procedure for monitoring effectiveness of the system

Career Awareness	Career Exploration	School Site Career Preparation	Work-Site Career Application
◆ Career Fair/Career Day ◆ Classroom Guest Speakers ◆ Field Trips	◆ Career Guidance & Counseling Services ◆ Career Interviews ◆ Job Shadowing ◆ Research Paper/Project	◆ Applied Academics ◆ Entrepreneurship Projects ◆ School-Based Enterprises ◆ Tech Prep Programs/Articulation ◆ Vocational Student Organization (VSO) Projects/Competition ◆ Vocational-Technical Programs ◆ Workplace Readiness Courses	◆ Apprenticeships ◆ Clinical Work Experience ◆ Cooperative Education ◆ Internship/Practicum ◆ Mentorships ◆ Part Time Work ◆ Service Learning Projects ◆ Supervised Ag Experience (SAE) ◆ Work Experience Career Exploration Programs (WECEP)

School-to-Work nationwide is jointly administered by the U.S. Departments of Education and Labor. For information regarding the School-to-Work Opportunities Act or Nebraska School-to-Careers system, call the Nebraska Department of Economic Development, School-to-Careers Office at 800-426-6505 or the School-to-Work Office in Washington, D.C. at 202-401-6222. Additional information is available on the Nebraska School-to-Careers Internet Home Page located at http://stc.ded.state.ne.us

USING THIS MANUAL

This manual is intended for use by all school practitioners to help them meet the practical challenges of implementation. It is designed with two purposes: (1) as a **series of detailed guides** for individuals who are beginning to create work based learning programs at their schools and (2) as a **comprehensive reference** for individuals who are already providing work based learning activities to students.

For school staff beginning the process of developing a work based learning program, the manual offers step-by-step guidelines and sample forms. For experienced individuals, the manual offers ideas for program improvement as well as essential legal information. The sections have been designed as **stand alone guides** so they can be duplicated and distributed to appropriate practitioners and business/industry/community partners as needed.

The manual contains ten guides: Work Based Learning Overview, Program Planning Guide, Marketing and Work Site Development Guide, Career Guidance and Counseling Guide, Career Awareness Activities Guide, Career Exploration Activities Guide, School Site Career Preparation Guide, Work Site Career Applications Guide, Work Based Learning Legal Issues Guide, and Teacher/Administrator Externship Guide. A brief description of each of these guides follows.

Part I. Work Based Learning Overview

This section defines the different elements of work based learning and describes the roles of various program participants.

Part II. Program Planning Guide

Successful work based learning programs must be thoroughly planned. This section provides the "nuts and bolts" of planning and maintaining a successful work based learning program. It offers suggestions about how to plan programs, who to involve in planning, and what key steps to take in implementing those plans.

Part III. Marketing and Work Site Development Guide

Marketing is essential to the success of a work based learning program. Students, teachers, parents, and employers need to know the benefits of the program and how it works. This section is filled with field-tested practices for stimulating and maintaining interest in work based learning.

Site development is the most dynamic aspect of any program. The connections established as part of this process are key to creating and maintaining a program that meets the needs of all participants. Ideas for identifying and establishing contact with potential employer, setting up learning experiences, and evaluating program activities are all contained in this section. Educators will find this section very helpful as a "how to" guide for program startup and ongoing development.

Part IV. Career Guidance and Counseling Guide

Successful work based learning programs require that students have the opportunity to learn about their interests and skills and develop learning objectives based on their interests, aptitude and career objectives. Student progress and performance should then be measured by the degree to which students meet their learning objectives.. This section offer suggestions for helping students identify career interests and aptitudes, developing learning objectives, and assessing student learning.

Part V. Career Awareness Activities Guide

Group activities that help students develop a general awareness of themselves, the world of work and its connection to education provide the basis for guiding students into future career decision making. Three examples of career awareness activities are described in this guide: Career Fair/Day, Classroom Guest Speakers, and Field Trips. This section answers such questions as "How do I go about planning and conducting a career fair? and "What is the educational value of field trips?" The guide includes sample forms for setting up each activity.

Part VI. Career Exploration Activities Guide

Individual activities whereby students explore career options that match their interests and aptitudes provide an opportunity for learning about what people do for a living and observing and interacting with work based staff to learn more about the demands of the work place. Four different career exploration activities are described in detail: Career Guidance and Counseling Services, Career Interviews, Job Shadowing, and Research Papers/Projects. This section answers such questions as "What is a job shadow?" and "How can research papers and projects be conducted to help students focus on real world application?" The guide includes sample forms for setting up each activity.

Part VII. School Site Career Preparation Guide

Activities that integrate academic skills learned in the classroom with skills learned on the job provide the bridge for transitioning from school to work and/or postsecondary education. Eight major school site academic career preparation activities are described in this section: Applied Academic Courses, Career Academies, Entrepreneurship Projects/Classes, School Based Enterprises, Tech Prep Programs/Articulation, Vocational Student Organization Projects/Competition, Vocational-Technical Programs, and Workplace Readiness Courses. This section answers such questions as "How do vocational student organization activities help students in their career decision making?" and What are the steps involved in establishing a school based enterprise?" The guide includes sample forms for setting up each activity.

Part VIII. Work Site Career Applications Guide

Career awareness, career exploration, and school site career preparation provide the basis for the next stage in the transition from school to work and/or postsecondary education: work site career application. Apprenticeships, Clinical Work Experience, Cooperative Education, Internships/Practicums, Mentorships, Part Time Work, Service Learning Projects, Supervised Agricultural Experiences and Work Experience Career Exploration Programs (WECEP) are described in this section. This section answers such questions as "What are the requirements of a state approved Cooperative Education program that enables 16 and 17 year olds to be employed in some hazardous occupations?" and "How can a service learning project be structured to provide students with knowledge of the workplace?" The guide includes sample forms for setting up each activity.

Part IX. Work Based Learning Legal Issues Guide

Program coordinators can minimize the risks for all parties if they are aware of and in compliance with the rules and responsibilities that pertain to work based learning. This section provides educators with the information they need to adequately inform all parties involved of their rights and responsibilities. It covers issues involving insurance, health and safety, transportation, and labor laws as they affect the planning of work based learning opportunities. It is provided as a general guide for the legal issues surrounding work based learning and is not intended to be a comprehensive source of legal interpretation.

Part X. Teacher/Administrator Externship Guide

Education and employer sponsored externships are a popular and proven techniques for giving teachers, administrators, and counselors first-hand exposure to the academic, social, and technical demands of today's workplace. This section provides a guide for setting up these programs so they are a valuable learning experience for all parties involved.

BIBLIOGRAPHY

ACT Career Planning Program (CPP) Six Job Clusters, American College Testing, 2201 North Dodge Street, Educational Services Division, Iowa City, IA 52243

A Guide to Work-Based Learning: Business and Industry Risk Management Plan, Michigan Department of Education, Office of Career and Technical Education, PO Box 30008, Lansing, MI 48910

Academies in Context, CORD Communication, Vol 3, No. 4, Aug/Step., 1997, PO Box 21206, Waco, TX 76702-1206, Phone: 817-772-8756

Career Academies Presentation, December 1997, GMS Partners, Inc., National Career Academy Coalition, 1122 Kersey Road, Silver Spring, MD 20902

Career Academies: Communities of Support for Students and Teachers—Emerging Findings from a 10-Site Evaluation. James J. Kemple, Manpower Demonstration Research Corporation, December 1997, MDRC, 16 East 34 Street, New York, NY 10016-4326

Career Opportunity Fair 1997, Beatrice Chamber of Commerce, 226 South 6th Street, Beatrice, NE 68310, Phone: 402-223-2338

Consensus Framework for Workplace Readiness, CCSSO Workplace Readiness Assessment Consortium, July 1995, Council of Chief State School Officers, One Massachusetts Avenue, N.W., Washington, D.C. 20001

Designing Marketing Tools, Steve Walter, Tri-County Technical College, Pendleton, SC, Phone: 803-646-8361 X2253, Copyright 1994

Developing and Implementing School-to-Work in South Carolina, South Carolina Department of Education, 1429 Senate Street, Columbia, SC 29201, Phone: 803-734-8492, Fax: 803-734-8624

Getting to Work: A Guide for Better Schools , MPR Associates, Inc., 2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704, Phone: 510-549-4551

Holland's Self-Directed Search (SDS) Six Personality Types, Psychological Assessment Resources, Inc., P.O. Box 998, Odessa, FL 33556

Nebraska Innovative School-to-Work Strategies 1997, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987, Phone: 402-471-0948

Opening Minds, Opening Doors: The Rebirth of American Education, CORD Communications, PO Box 21206, Waco, TX 76702-1206, Phone: 817-772-8756

Oregon Work Based Learning Manual, March 1996, Lane Community College, Cooperative Education Department, 4000 East 30th Avenue, Eugene, OR 97405-0640, Phone: 541-726-2203, Fax: 541-744-4168

The School-to-Work Glossary of Terms, National School-to-Work Office, Washington, DC, July 1996

Teacher Externship Guide: Step-by-Step Procedures for Designing Externships, Boston Public Schools, 26 Court Street, Boston, MA 02108

Workplace Learning Strategies Manual, Allan Hancock College, 800 S. College Drive, Santa Maria, CA 93454, Phone: 805-922-6966, EXT 3613

ORDER FORM
FOR COPIES OF THE
NEBRASKA WORK BASED LEARNING MANUAL

Send To: Doris Lux
Central Community College
Platte Campus
PO Box 1027
Columbus, NE 68602-1027

NAME______________________________DATE________________

ADDRESS____________________CITY_________STATE____ZIP________

PAYMENT
- ☐ Purchase Order
- ☐ Check
- ☐ VISA #____________________Expiration Date__________
- ☐ MasterCard #____________________Expiration Date__________

TITLE OF PUBLICATION	# of Copies	Price/Copy	Total
Nebraska Work Based Learning Manual		**$35.00**	

ORDERING INFORMATION

Orders in the United States can be made by check (made payable to Central Community College), VISA or MasterCard credit cards, or purchase orders. Please use VISA or MasterCard credit cards for orders outside the United States.

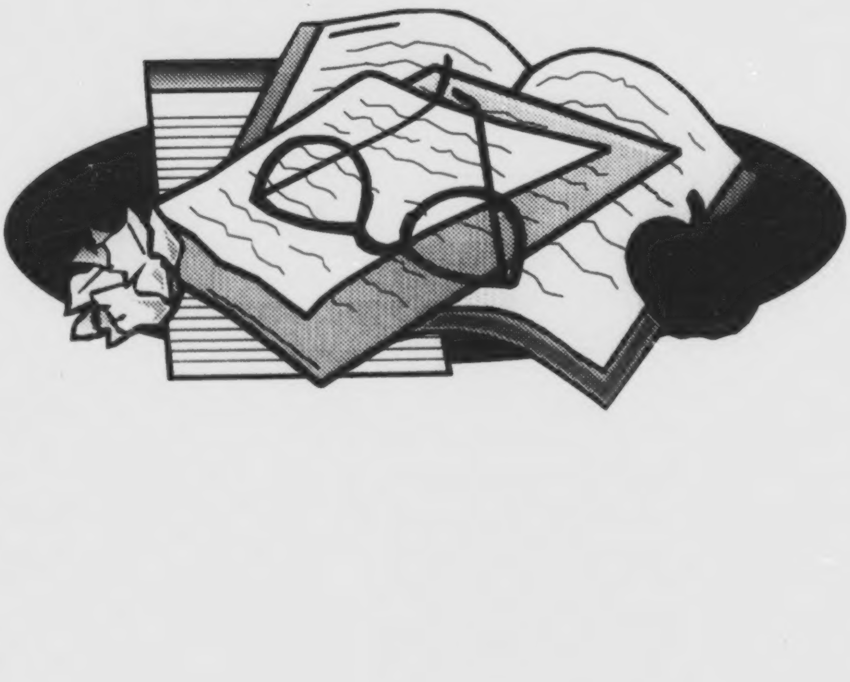
For additional information call, toll-free,
1-800-642-1083
FAX: 402-562-1201
luxpins@ccccadm.gi.cccneb.edu

NEBRASKA

Work Based Learning Manual

PART I

AN OVERVIEW



NEBRASKA STATE DEPARTMENT OF EDUCATION

Kimberly J. Peterson	District 1	Lincoln
Ann Mactier	District 2	Omaha
Beverly J. Peterson	District 3	Oakland
Rick C. Savage	District 4	Omaha
Katherine Endacott	District 5	Pleasant Dale
Terry Loschen	District 6	Grand Island
Kathy Wilmont	District 7	Beaver City
Kathleen McCallister	District 8	Omaha

Douglas D. Christensen, Ph.D.
Commissioner of Education

NEBRASKA INDUSTRIAL COMPETITIVENESS ALLIANCE SCHOOL-TO-CAREER COMMITTEE

Thomas Whalen, Chair	Silverstone Consulting, Inc.	Omaha
Dennis Baack	Nebraska Community College Association	Lincoln
Craig Broyhill	Broyhill Company	Dakota City
Dr. Doug Christensen	Nebraska Department of Education	Lincoln
Dr. Don Helmuth	University of Nebraska -Lincoln	Lincoln
Dr. Carroll Krause	Nebraska State College System	Lincoln
Maxine Moul	Nebraska Department of Economic Development	Lincoln
Jim Paladino	Omaha Joint Electrical Apprenticeship	Omaha
A.F. "Tony" Raimondo	Behlen Manufacturing	Columbus
Sandy Scofield	Nebraska Math and Science Coalition	Lincoln
Maureen Wenke	Wenke Manufacturing Company	Pender

The Nebraska Work Based Learning Manual was developed by the Nebraska Department of Education through funding provided by the Carl D. Perkins Vocational and Applied Technology Education Act, Grant #V048A1002700 and the School-to-Work Opportunities Act, Grant #9724441 with the State of Nebraska. It is the policy of Nebraska Departments of Education and Economic Development not to discriminate on the basis of sex, disability, race, color, religion, marital status, age or national or ethnic origin in its education programs, admissions policies, employment or other agency-administered programs.

Inquiries about the manual may be directed to: Carol Jurgens, Tech Prep Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE, 68509, 402-471-0948, cjurgens@nde4.nde.state.ne.us

6/98

Part I - An Overview
TABLE OF CONTENTS

A. WHY WORK BASED LEARNING (WBL)? 1

B. WHAT IS WORK BASED LEARNING? 1
- Career Awareness 1
- Career Exploration 1
- School Site Career Preparation 2
- Work Site Career Application 2

C. BENEFITS OF WORK BASED LEARNING 2
- Students 2
- Employers 3
- Schools 3
- Communities 3

D. ALL ASPECTS OF THE INDUSTRY 4

E. SCHOOL-TO-WORK DEFINITIONS 5

BIBLIOGRAPHY 8

Work Based Learning
AN OVERVIEW

A. WHY WORK BASED LEARNING?

Many students leave school ill-prepared for the workplace.

Poor academic skills and work habits may limit students' understanding of how they might fit into the adult world. Work based learning addresses this problem by extending the walls of the classroom to include the whole community, giving students real world experiences and opportunities to apply academic and occupational skills in the workplace. Work based learning is an integral part of school-to-careers transition, combining school based learning and work based learning into experiences for all students that integrate vocational and academic skills.

Through work based learning, "Employers reinforce academic lessons, schools emphasize career applications, and students gain experience in the adult world of work and connections to a range of postsecondary options, including college, technical training, and skilled entry-level work." (Jobs for the Future, Cambridge, MA) The National Occupational Information Coordinating Committee defines career development as a "life-long process through which individuals come to understand themselves as they relate to the world of work and their role in it."

B. WHAT IS WORK BASED LEARNING?

Work based learning takes place at both the work site and school site and is an initiative to make lifelong career development easier and more natural by linking learning at school to application of learning at the work site.

Work site learning occurs in a business or community organization away from school. School site learning focuses on academic career preparation as part of the classroom curriculum. These school-to-career activities combine to create a lifelong process of career development stretching from preschool to adulthood.

Most people experience four overlapping stages in their career selection and preparation process: career awareness, career exploration, school site career preparation, and work site career applications. School-to-career activities are designed to help students move through these stages and learn about the world of work and their place in it. These four stages provide a framework for understanding the sequence and scope of work based learning activities and when activities may be appropriate for students.

Career Awareness

Career awareness often focuses on *group* activities that help students develop a general awareness of themselves, the world of work and its connection to education. Activities may include:

- Career Fair/Career Day
- Classroom Guest Speakers
- Field Trips (Business/Industry Tours)

Career Exploration

Career exploration activities provide an opportunity for *individual* examination of career options that match a student's interests and aptitudes. They provide an opportunity for students to learn about what people do for a living and to observe and interact with work based staff to learn more about the demands of the work place. Activities may include:

- Career Guidance and Counseling Services
- Career Interviews
- Job Shadowing
- Research Papers/Projects

School Site Career Preparation

School site activities that integrate academic and occupational skills learned in the classroom with skills learned on the job prepare students for transitioning from school to a career. Emphasis is on skill building, understanding the concept of transferable skills, learning to work as a team member, establishing relationships, ethics and honesty, and relating personal interests and abilities to real world career opportunities. Many students also select a career interest or focus during this stage. Activities may include:

- Applied Academics Courses
- Career Academies
- Entrepreneurship Class /Project
- School-Based Enterprises
- Tech Prep Programs/Articulation
- Vocational Student Organization (VSO) Projects or Competition
- Vocational-Technical Programs
- Workplace Readiness Courses

Work Site Career Application

Work site career applications are competency-based educational experiences that occur at the workplace but are tied to the classroom by curriculum that coordinates and integrates school-site instruction with work site experiences. These structured work experiences provide students with the opportunity to apply the skills learned in the classroom in actual work environments and prepare students for the next step in their career development, whether it be a two-year or four-year college, apprenticeship, or career. Activities may include:

- Apprenticeship
- Clinical Work Experience
- Cooperative Education (COOP)
- Internship/Practicum
- Mentorships
- Part Time Work
- Service Learning Projects
- Supervised Agricultural Experiences (SAE)
- Work Experience Career Exploration Programs (WECEP)

C. BENEFITS OF WORK BASED LEARNING

Benefits for Students

- Apply classroom learning
- Establish clear connection between education and work
- Explore possible careers
- Improve post-graduation job prospects
- Practice positive work habits and attitudes
- Understand the expectations of the workplace
- Increase motivation to stay in school
- Reduce educational costs
- Establish professional contacts for future employment and mentoring
- Increase technical skills and participate in authentic tasks
- Observe demeanor and procedures of workplace professionals

Benefits for Employers

- Helps create a pool of skilled and motivated potential employees
- Improves employee retention
- Reduces training/recruiting costs
- Enables organization to develop new projects with student assistance
- Encourages involvement in the curriculum development process
- Provides developmental opportunities for current workforce
- Offers opportunities to provide community service

Benefits for Schools

- Expands curriculum and learning facilities
- Provides access to state-of-the-art techniques and technology
- Enhances ability to meet the needs of diverse student populations
- Provides opportunities for individualized instruction
- Promotes faculty interactions with the community
- Contributes to staff development
- Makes education more relevant and valuable for students
- Enhance student retention
- Reduces overcrowding by utilizing off-campus learning sites
- Provides an alternative to building additional classrooms and labs to accommodate growth

Benefits for the Community

- Creates an environment of collaboration and cooperation
- Encourages respect and tolerance between different groups
- Builds the foundation for a more productive economy
- Builds confidence in the school system as practical results are observable

D. ALL ASPECTS OF THE INDUSTRY

Whenever possible, work based learning opportunities for students should include instruction and experience in all aspects of the industry being explored. This is important to insure that vocational education or school-to-careers programs teach more than the skills needed for specific entry-level jobs. Providing students with understanding and experience in all aspects of an industry or industry sector is essential to integrating academic and vocational education, empowering students to make career choices, preparing them to adapt to technological change, and equipping them to play an active part in economic development of their local communities. The following table explains what is meant by "all aspects of the industry".

ALL ASPECTS OF THE INDUSTRY Knowledge and Skills	
Planning	Examined both at the industry level and at the firm level; various forms of ownership, including cooperatives and worker ownership; relationship of the industry to economic, political, and social context.
Management	Methods typically used to manage enterprises over time within the industry; methods for expanding/diversifying workers' tasks and broadening worker involvement in decisions.
Finance	Ongoing accounting/financial decisions; methods for raising capital to start or expand.
Technical and Production Skills	Specific production techniques; alternative methods for organizing the production work, including methods which diversify and rotate workers' jobs.
Underlying Principles of Technology	Specific production techniques; alternative methods for organizing the production work, including methods which diversify and rotate workers' jobs.
Labor Issues	Worker rights and responsibilities; labor unions and labor history; methods for expanding workers' roles.
Community Issues	The impact of the enterprise and the industry on the community, and the community's impact on and involvement with the enterprise.
Health, Safety, and Environmental Issues	In relation to both the workers and the larger community.

From All Aspects of the Industry: A Key Element of the Perkins Act and the School-to-Work Opportunities Act. Center for Law and Education

E. SCHOOL-TO-WORK DEFINITIONS

All Students	the term "all students" means both male and female students from a broad background including disadvantaged, diverse racial, ethnic or cultural backgrounds, disabled, limited English proficiency, migrant children, school dropouts, and academically talented students.
Apprenticeship	programs that specifically meet federally approved standards designed to safeguard the welfare of apprentices.
Basic Skills	academic and personal abilities that are necessary for success in school and the workplace.
Career Academy	a school-within-a-school that offers students academic programs organized around broad career themes.
Career Awareness	activities designed to make students aware of the wide range of careers and/or occupations in the work world. Activities are generally instituted in the elementary grades.
Career Fair	an activity designed to help students think about their interest and abilities in relation to potential careers by exposure to people directly involved in the career.
Career Exploration	1. a middle school activity designed to provide some in-depth exposure to career options; 2. the name or a class designed to allow senior students to work in a career area to see if this is a career interest.
Career Exposure	activities at the secondary level designed to provide actual work experience connecting classroom learning to work.
Career Guidance & Counseling	programs that--1. provide career awareness, career planning, career decision-making information; 2. assist individuals in making and implementing informed educational and occupational choices and 3. the help students develop career options with regard to equity.
Career Pathway	a sequence of courses offered that prepares a student for a first job.
Clinical Experiences	students are taught academic and occupational skills from school or employee instructors who supervise and evaluate their work.
Connecting Activities	activities or programs that help link school and work-based educational programs in the manner described in the School-to-Work Opportunities Act.
Consortium	a group of schools and/or agencies that enter into a cooperative agreement to share information or provide services that benefit students.
Cooperative Education	a structured method of instruction allowing students to attend school and work in a career related field while earning credit for both.
Disability	any individual meeting qualifications under the 1990 Americans with Disabilities Act.
Dropout	a student who leaves school before graduating.
Entrepreneurial Projects	an activity providing school-age youth access, to design, and operate business and community service activities.

E. SCHOOL-TO-WORK DEFINITIONS

General Track	characterized by a broadly defined curriculum less rigorous than vocational or academic levels. Does not prepare the student for either college or the workforce.
Goals 2000	provides resources to states and communities to develop educational reform aimed at mastery or academic and occupational skills. Goals 2000 Act-March 31, 1994.
High School Completion	the completing of required secondary courses to meet a total number or credit hours or Carnegie units as prescribed by each state. GED (General Educational Development certificate-alternative high school completion option.
Integrated Curriculum	a method of teaching academic and vocational and/or occupational subjects showing the relationships among the disciplines.
Internships	situations where students work for employers for a specific period to learn about particular industry or occupations.
Job Rotation	a periodic transfer through a wide variety of positions and tasks requiring different skills and responsibilities.
Job Shadowing	a career exploration activity for late middle school or early high school where the student follows the employee at a firm for one or more days to learn about an occupation or industry.
Local Partnership	a local entity responsible for local School-to-Careers Opportunities programs consisting of employers, local educators and local postsecondary education institutions, labor representatives, parents and students.
Mentors	1. School Site Mentor is a professional employed by the school designated as the student advocate working in consultation with teachers, counselors and employers; 2. Workplace Mentor is an employer or designated employee at a workplace who directs the student in mastery of employment skills.
Nontraditional Occupation and Employment	refers to jobs and occupations in which women make up 25% or less of the total workers. Women Apprenticeship and Nontraditional Occupations Act.
Occupational Cluster	a grouping of occupations that share common skill requirements.
On-the-Job-Training	hands-on training in an occupational skill in the work-based curriculum.
Portfolio	a collection of work documenting a student's educational performance.
Postsecondary Educational Institution	schools designed for students completing a secondary degree or GED including vocational, academic and continuing professional education purposes; excluding vocational and adult basic education programs.
Private Career Schools	sometimes called proprietary schools, operated under private control, independently owned and operated a profit-making enterprise; usually designed around a specific career cluster.
SCANS	(Secretary's Commission on Achieving Necessary Skills-February 1990) identified competencies needed for employment in the workplace; Competencies-Resources, Interpersonal Skills, Information, Systems, Technology; Foundations-Basic Skills, Thinking Skills, Personal Qualities.

E. SCHOOL-TO-WORK DEFINITIONS

School-Sponsored Enterprise	an enterprise in which goods or services are produced by students as a part of the school curriculum.
School-to-Work Coordinator	an individual to oversee the required components of the school-to-careers system including school based learning, work-based learning and connecting activities.
School-to-Work Opportunities Program	the Act requiring integrated school-based and work-based learning, opportunities for students to complete and gain experience in a career area, learn aspects of a career, and providing equal access for all students.
School Tutors	individuals working with students to help them understand topics or concepts needing reinforcement.
Secondary School	a school following middle-school; both Junior and Senior High schools are included.
Service Learning	an instructional method combining community service and academic learning.
Skill Certificate	an industry recognized credential certifying the holder has demonstrated mastery of a core set of content and performance standards related to a specific occupational cluster.
Tech Prep	programs offered at least four years in sequential course work at the secondary and post-secondary levels to prepare students for technical careers; integration of academic and vocational subject matter.
Technical Education	a program preparing students for positions in different occupational areas requiring a range of skills and abilities; Ex. Draftsman or lab technician.
Vocational Education	an educational program consisting of organized educational programs, services, and activities directly related to preparation of students for paid or unpaid employment or a career that does not require a baccalaureate or advanced degree; Ex. Consumer & homemaking education-child care, General labor market preparation-Business, Specific labor market preparation-trade and industry.
Work-Based Learning	activities at the secondary level involving actual work experience connecting classroom learning to work.
Youth Apprenticeship	a multi-year program combining school and work-based learning in a specific occupational area designed to lead directly into either a related postsecondary program, entry level job as registered apprenticeship program.

Adapted from *The School-to-Work Glossary of Terms*.
National School-to-Careers Office, Washington, DC, July 1996

BIBLIOGRAPHY

ACT Career Planning Program (CPP) Six Job Clusters, American College Testing, 2201 North Dodge Street, Educational Services Division, Iowa City, IA 52243

A Guide to Work-Based Learning: Business and Industry Risk Management Plan, Michigan Department of Education, Office of Career and Technical Education, PO Box 30008, Lansing, MI 48910

Academies in Context, CORD Communication, Vol 3, No. 4, Aug/Step., 1997, PO Box 21206, Waco, TX 76702-1206, Phone: 817-772-8756

Career Academies Presentation, December 1997, GMS Partners, Inc., National Career Academy Coalition, 1122 Kersey Road, Silver Spring, MD 20902

Career Academies: Communities of Support for Students and Teachers—Emerging Findings from a 10-Site Evaluation. James J. Kemple, Manpower Demonstration Research Corporation, December 1997, MDRC, 16 East 34 Street, New York, NY 10016-4326

Career Opportunity Fair 1997, Beatrice Chamber of Commerce, 226 South 6th Street, Beatrice, NE 68310, Phone: 402-223-2338

Consensus Framework for Workplace Readiness, CCSSO Workplace Readiness Assessment Consortium, July 1995, Council of Chief State School Officers, One Massachusetts Avenue, N.W., Washington, D.C. 20001

Designing Marketing Tools. Steve Walter, Tri-County Technical College, Pendleton, SC, Phone: 803-646-8361 X2253, Copyright 1994

Developing and Implementing School-to-Work in South Carolina, South Carolina Department of Education, 1429 Senate Street, Columbia, SC 29201, Phone: 803-734-8492, Fax: 803-734-8624

Getting to Work: A Guide for Better Schools , MPR Associates, Inc., 2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704, Phone: 510-549-4551

Holland's Self-Directed Search (SDS) Six Personality Types, Psychological Assessment Resources, Inc., P.O. Box 998, Odessa, FL 33556

Nebraska Innovative School-to-Work Strategies 1997, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987, Phone: 402-471-0948

Opening Minds, Opening Doors: The Rebirth of American Education, CORD Communications, PO Box 21206, Waco, TX 76702-1206, Phone: 817-772-8756

Oregon Work Based Learning Manual, March 1996, Lane Community College, Cooperative Education Department, 4000 East 30th Avenue, Eugene, OR 97405-0640, Phone: 541-726-2203, Fax: 541-744-4168

The School-to-Work Glossary of Terms, National School-to-Work Office, Washington, DC, July 1996

Teacher Externship Guide: Step-by-Step Procedures for Designing Externships, Boston Public Schools, 26 Court Street, Boston, MA 02108

Workplace Learning Strategies Manual, Allan Hancock College, 800 S. College Drive, Santa Maria, CA 93454, Phone: 805-922-6966, EXT 3613

NEBRASKA

Work Based Learning Manual

PART II

PROGRAM PLANNING GUIDE

NEBRASKA STATE DEPARTMENT OF EDUCATION

Kimberly J. Peterson	District 1	Lincoln
Ann Mactier	District 2	Omaha
Beverly J. Peterson	District 3	Oakland
Rick C. Savage	District 4	Omaha
Katherine Endacott	District 5	Pleasant Dale
Terry Loschen	District 6	Grand Island
Kathy Wilmont	District 7	Beaver City
Kathleen McCallister	District 8	Omaha

Douglas D. Christensen, Ph.D.
Commissioner of Education

NEBRASKA INDUSTRIAL COMPETITIVENESS ALLIANCE SCHOOL-TO-CAREERS COMMITTEE

Thomas Whalen, Chair	Silverstone Consulting, Inc.	Omaha
Dennis Baack	Nebraska Community College Association	Lincoln
Craig Broyhill	Broyhill Company	Dakota City
Dr. Doug Christensen	Nebraska Department of Education	Lincoln
Dr. Don Helmuth	University of Nebraska -Lincoln	Lincoln
Dr. Carroll Krause	Nebraska State College System	Lincoln
Maxine Moul	Nebraska Department of Economic Development	Lincoln
Jim Paladino	Omaha Joint Electrical Apprenticeship	Omaha
A.F. "Tony" Raimondo	Behlen Manufacturing	Columbus
Sandy Scofield	Nebraska Math and Science Coalition	Lincoln
Maureen Wenke	Wenke Manufacturing Company	Pender

The Nebraska Work Based Learning Manual was developed by the Nebraska Department of Education through funding provided by the Carl D. Perkins Vocational and Applied Technology Education Act, Grant #V048A1002700 and the School-to-Work Opportunities Act, Grant #9724441 with the State of Nebraska. It is the policy of Nebraska Departments of Education and Economic Development not to discriminate on the basis of sex, disability, race, color, religion, marital status, age or national or ethnic origin in its education programs, admissions policies, employment or other agency-administered programs.

Inquiries about the manual may be directed to: Carol Jurgens, Tech Prep Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE. 68509, 402-471-0948, cjurgens@nde4.nde.state.ne.us

6/98

PART II - Program Planning Guide
TABLE OF CONTENTS

EXECUTIVE SUMMARY 1

A. PARTNERSHIP STRENGTHS ASSESSMENT 3
- Guiding Principles for Better Schools 3
- Partnership Strengths Assessment Questionnaire 4

B. TIPS FOR GETTING STARTED 13

C. STAKEHOLDER ROLES/RESPONSIBILITIES 15

D. ONGOING PROGRAM IMPROVEMENT AND EVALUATION . 17

E. PARTNERSHIP BUILDING 19
- Partnership Benefits 19
- Why Are Partnerships Important? 19
- Individual Perceptions vs. A Shared Vision 20
- Do's Don'ts and Potential Pitfalls 20
- Special Kinds of Partnership Opportunities 21

F. WORK BASED LEARNING OPTIONS 23
- Guiding Principles for Better Schools 23
- Overview of WBL Option 24
- WBL Options and Opportunities Matrix 27

G. CREATING WBL LOCAL ACTION PLANS 29
- WBL Action Planning Form 31
- Sample WBL Action Plans 33

H. KEY WBL PERSONNEL 35
- School-to-Careers Coordinator 35
- School Site Mentor 37
- Work Site Mentor 39

BIBLIOGRAPHY 41

Work Based Learning
PROGRAM PLANNING GUIDE

EXECUTIVE SUMMARY

It is very important from the outset that everyone in the community understand the mission of work based learning. People normally think in terms of traditional work experience or career exploration. Work based learning is more than that. Planners need to encourage people to think of work based learning as a two-way bridge between the classroom and the workplace across which the school and the community work cooperatively to provide the resources and the "classroom" that will help each student find and develop his or her potential.

Nebraska is committed to providing quality school-to-career experiences for all students in all schools. To accomplish this, the implementation strategy for school-to-careers is statewide and builds on the capacity of the 20 local School-to-Careers partnerships and seven Tech Prep Consortia. These partnerships, which are well established throughout the state, are made up of employers, educators and others committed to school excellence.

➤➤CONNECTING➤➤
(Resources & Activities)

SCHOOL SITE LEARNING
(Resources & Activities)

WORK SITE LEARNING
(Resources & Activities)

What kind of work based learning experiences do you want to create in your local education/business partnership? Schools and employers can create unique educational experiences so that students both observe and perform hands-on work, develop work-readiness skills, and learn to draw their own conclusions. Development and implementation of a *Work Based Learning Local Action Plan* will restructure education by bridging classroom and communities to create work based learning opportunities that maximize students' interests, motivation, creativity, and effort.

This Guide provides the tools needed to assess your partnerships current strengths, tips for getting started in building a work based learning program including stakeholder roles and responsibilities, and helpful suggestions for partnership building. It also provides brief descriptions of a wide variety of work based learning options and a plan for creating a local action plan. Detailed information regarding each of the options, including sample forms, are provided in the following Guides which are part of this Work Based Learning Manual:

Part V - Career Awareness Activities Guide
Part VI - Career Exploration Activities Guide
Part VII - School Site Career Preparation Guide
Part VIII - Work Site Career Applications Guide

The tools needed to market your work based learning program are provided in *Part III - Marketing and Work Site Development Guide.*

A. PARTNERSHIP STRENGTHS ASSESSMENT

The following questionnaire and Guiding Principles are part of the *Getting to Work* materials designed by the National Center for Research in Vocational Education (NCRVE). All Nebraska Tech Prep Consortium Coordinators and School-to-Career Local Directors have a complete set of *the Getting to Work* Modules. They can be ordered from MPR Associates, Inc., 2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704, 510-549-4551.

Prior to developing your local partnership's *Work Based Learning Local Action Plan*, it is important to assess your partnership's readiness to begin structuring a viable plan. While your school structure, the needs and resources of local partnership members, and team vision and goals will partially determine the route you take in constructing your *Action Plan*, there are four Guiding Principles that can serve as signposts along the way.

Guiding Principles for Better Schools

Principle One: High Standards. Schools must expect all students to achieve high academic standards and master the knowledge and skills that will qualify them for employment, further education, and career advancement.

Principle Two: Career Focus. Schools should promote career-related academic curricula that stress the application of knowledge and skills to motivate students to achieve high levels of academic performance.

Principle Three: Multiple Assessment. A variety of assessment strategies should be utilized to allow students to demonstrate their multiple talents and abilities whether they work individually or in collaboration, and to assist educators in improving student performance and instructional programs.

Principle Four: Partnerships. Educators and community members must work together to develop high quality programs for all students.

Getting to Work, Introduction, MPR Associates, Inc., 2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704

These four principles can serve as a useful guide in developing a rigorous, comprehensive program of study organized broadly around work, industry, or careers. Working with your colleagues and community, you can use these principles to help transform your school and expand the educational and employment opportunities for all your students.

If your local education/business partnership is in its infancy, you may want to consider assessing your partnership readiness level prior to attempting to develop and implement a *Work-Based Learning Local Action Plan*. Use the Guiding Principles to measure yourselves against the following set of questions to help you evaluate your present level of development in the numerous areas to be explored in developing your local plan

Work Based Learning
PARTNERSHIP STRENGTHS ASSESSMENT

Rate your program/school/partnership on a scale of one to four. Be honest; there is no winning score. The purpose of a strengths assessment is to help you measure where you are now. Think of it as a snapshot, a point in time on the way to where you eventually want to be. Under each question, circle **one** (1) of four numbers:

1 = absent: no evidence or examples
2 = little: very little evidence
3 = moderate: some emphasis: some indicators of strength
4 = substantial: solid evidence: very present in program/school

Low numbers on any question indicate an area for study or improvement. Higher numbers reflect strong components or team strengths. Later, your team will list areas of weakness on which you will need to focus to build a better course, program, school-within-a-school. This is not a scientific rubric. Rather, it is an easy way to assess where you are so that you can ultimately get to where you want to be. Honest answers result in an honest self-evaluation. Remember, there are many equally successful paths to better schools.

PRINCIPLE ONE: HIGH STANDARDS

To help youth succeed in a fast-changing world, high schools expect all students to achieve high academic standards and master the knowledge and skills that will qualify them for employment, further education, and career advancement.

EXPECTATIONS

To what extent . . . *Absent . . . . . Substantial*

1. are classes attracting students of different abilities? 1 2 3 4
2. are classes attracting students from different backgrounds, race, and genders? 1 2 3 4
3. does your program recruit students from diverse backgrounds? 1 2 3 4
4. does your program reach out to underserved populations? 1 2 3 4
5. do classes contain students with a variety of career aspirations? 1 2 3 4

PREPARATION FOR POSTSECONDARY OPTIONS

To what extent . . . .

6. are all students prepared for work readiness and college admission? 1 2 3 4
7. does your program connect to a community college? 1 2 3 4
8. does your program offer credit for classes taken at postsecondary institutions? 1 2 3 4
9. do local postsecondary institutions formally support articulated classes? 1 2 3 4

GUIDANCE AND COUNSELING

To what extent . . .

		Absent . . . . . . *Substantial*			
10.	does the school link teachers and small groups of students in advisory groupings?	1	2	3	4
11.	do counselors share information with teachers?	1	2	3	4
12.	does the community provide counseling and career planning activities	1	2	3	4
13.	are students paired with community role models as mentors?	1	2	3	4
14.	do counselors and/or teachers teach career development in the classroom?	1	2	3	4
15.	does your program counsel at-risk/low-achieving students about postsecondary options and encourage them to pursue these options?	1	2	3	4
16.	is counseling geared to career connections for all students?	1	2	3	4
17.	are students encouraged to develop a coherent, rigorous plan of study?	1	2	3	4
18.	do all students participate in work experience and technical and/or work and postsecondary education?	1	2	3	4
19.	are counseling services linked to work and postsecondary education?	1	2	3	4
20.	are counselors aware of current industry trends?	1	2	3	4

PRINCIPLE TWO: CAREER FOCUS

Career-related academic curricula that stress the application of knowledge and skills motivate students to achieve high levels of academic performance.

INSIDE THE SCHOOL

To what extent . . .

		Absent . . . . . . Substantial			
1.	are academic and vocational teachers designing and teaching curriculum with a career focus around industry themes or career clusters?	1	2	3	4
2.	are academic and vocational courses aligned?	1	2	3	4
3.	does student curriculum connect to career path/majors?	1	2	3	4
4.	are all students offered academic courses of college or university admission standards?	1	2	3	4
5.	do students express and demonstrate interest in their classwork?	1	2	3	4

6.	do instructors "coach" students, rather than lecture to them?	1 2 3 4
7.	do students solve problems with real consequences or audiences?	1 2 3 4
8.	are student projects graded in more than one class?	1 3 3 4
9.	does industry participate in student learning?	1 2 3 4
10.	are the books, equipment, and technology now available meeting current and future student learning objectives?	1 2 3 4
11.	does your program allow students to practice teamwork or cooperative learning?	1 2 3 4
12.	are teachers given time to align course content?	1 2 3 4
13.	do teachers and students demonstrate how classroom learning applies to the working world?	1 2 3 4

OUTSIDE THE SCHOOL

To what extent . . .

		Absent . . . . . . Substantial
14.	do members of the community volunteer to be guest speakers and sponsor field trips?	1 2 3 4
15.	is up-to-date technology available to all students?	1 2 3 4
16.	do students practice academic skills in the workplace?	1 2 3 4

To what extent . . .

		Absent . . . . . .Substantial
17.	do students work outside of school in a career or work setting area on assignments from school?	1 2 3 4
18.	do students learn work or career skills in a school studio or lab?	1 2 3 4
19.	do students learn academic and technical skills through work site learning?	1 2 3 4
20.	do students spend time in school reflecting on their work site learning experiences?	1 2 3 4
21.	is the school day divided between school and work?	1 2 3 4
22.	is community service built into the academic content?	1 2 3 4
23.	is observing a worker in a work setting part of the curriculum?	1 2 3 4
24.	are mentors part of the curriculum?	1 2 3 4

PRINCIPLE THREE: MULTIPLE ASSESSMENT

Multiple assessment strategies help students demonstrate their multiple talents and abilities whether they work individually or in collaboration, and assist educators in improving student performance and instructional programs.

STUDENT ASSESSMENT

	To what extent . . .	*Absent . . . . . .Substantial*
1.	are students encouraged to reflect upon and to criticize their own work?	1 2 3 4
2.	does your school use multiple-choice, paper-and-pencil tests?	1 2 3 4
3.	are students tested using assessments besides paper-and-pencil tests?	1 2 3 4
4.	does your program collect student work in folders or portfolios?	1 2 3 4
5.	are year-long projects (e.g., senior project) a component of a student's assessment?	1 2 3 4
6.	do students perform their skills under real or simulated conditions for assessment purposes?	1 2 3 4
7.	do departments, programs, and teachers share a common instrument to measure student progress?	1 2 3 4
8.	are curriculum and assessment linked?	1 2 3 4

PROGRAM IMPROVEMENT

	To what extent	*Absent . . . . . .Substantial*
9.	does the school have a formal process for program evaluation and improvement?	1 2 3 4
10.	does that process of evaluation improve the curriculum and instruction school wide?	1 2 3 4
11.	do teachers share their successes and failures?	1 2 3 4
12.	do teachers evaluate each other's curriculum and instructional practices?	1 2 3 4
13.	are student outcomes shared with students and other teachers?	1 2 3 4
14.	does evaluation lead to change, and does change lead to different evaluation methods?	1 2 3 4

PRINCIPLE FOUR: PARTNERSHIPS

Educators and community members work together to develop high-quality programs for all students.

VISION AND GOALS

To what extent . . .	*Absent . . . . . . Substantial*
1. does the administration and teaching staff work together to develop a common vision for the school?	1 2 3 4
2. are parents, businesses, and other community members encouraged to contribute to school climate and programs?	1 2 3 4
3. are students involved in program development?	1 2 3 4
4. do teachers share a common vision and have similar goals for the students?	1 2 3 4
5. are committees established that involve members of all stakeholder groups?	1 2 3 4
6. have school members reached consensus on implementation strategies to achieve the vision?	1 2 3 4
7. have members of the school community designed detailed implementation plans including timelines, staff development, and resources that are needed or available?	1 2 3 4

TEAMWORK

To what extent . . .	*Absent . . . . . . Substantial*
8. are teachers given release time to observe the best practices of other teachers or programs?	1 2 3 4
9. do teachers control the resources they need at your school to attain their goals?	1 2 3 4
10. do teachers share the same students so that they can discuss students' problems and curriculum projects?	1 2 3 4
11. are teachers encouraged to create interdisciplinary curriculum?	1 2 3 4
12. are teachers encouraged to team teach?	1 2 3 4
13. do teachers work in teams or pool their knowledge to plan a project or integrated course?	1 2 3 4
14. do teachers plan together and share teaching techniques?	1 2 3 4

15. does the school directly involve parents in student learning? 1 2 3 4

16. do advisory boards or industry partners guide student learning? 1 2 3 4

STRUCTURAL ISSUES

To what extent . . .

Absent . . . . . Substantial

17. is common planning time built into the master schedule? 1 2 3 4

18. do teachers work together to discuss common students? 1 2 3 4

19. do teachers select the speakers and topics for staff development? 1 2 3 4

20. does the schedule contribute to achieving the goals for your program? 1 2 3 4

21. does the staffing help to achieve the goals for your program? 1 2 3 4

22. does the physical space help to achieve the goals of your program? 1 2 3 4

PLEASE SEE ATTACHED SCORING SHEET
FOR FURTHER INSTRUCTIONS.

PARTNERSHIP STRENGTHS ASSESSMENT - SCORING SHEET

DIRECTIONS: Please write the number you circled for each question in the blank space next to the number for each question. Total each section in the blanks "T1," "T2," and so on.

PRINCIPLE ONE: High Standards		
Expectations	Postsecondary Options	Guidance & Counseling
1.______	6.______	10.______
2.______	7.______	11.______
3.______	8.______	12.______
4.______	9.______	13.______
5.______		14.______
		15.______
		16.______
		17.______
		18.______
		19.______
		20.______
T1=______	T2=______	T3=______

PRINCIPLE TWO: Career Focus	
Inside School	Outside School
1.______	14.______
2.______	15.______
3.______	16.______
4.______	17.______
5.______	18.______
6.______	19.______
7.______	20.______
8.______	21.______
9.______	22.______
10.______	23.______
11.______	24.______
12.______	
13.______	
T4=______	T5=______

PRINCIPLE THREE: Multiple Assessment	
Student Assessment	Program Improvement
1.______	9.______
2.______	10.______
3.______	11.______
4.______	12.______
5.______	13.______
6.______	14.______
7.______	
8.______	
T6=______	T7=______

PRINCIPLE FOUR: Partnerships		
Vision & Goals	Teamwork	Structural Issues
1.______	8.______	17.______
2.______	9.______	18.______
3.______	10.______	19.______
4.______	11.______	20.______
5.______	12.______	21.______
6.______	13.______	22.______
7.______	14.______	
	15.______	
	16.______	
T8=______	T9=______	T10=______

Principle One Score	Principle Two Score	Principle Three Score	Principle Four Score
T1______	T2______	T3______	T6______
+T8______	+T4______	+T5______	+T7______
+T10______	+T9______		
=______	=______	=______	=______

INTERPRETING THE RESULTS OF YOUR PARTNERSHIP STRENGTHS ASSESSMENT

The modules referred to in this assessment are part of the *Getting to Work: A Guide for Better Schools* materials available from your local School-to-Careers Partnership Director, Tech Prep Consortium Coordinator, or MPR Associates, Inc., 2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704, 510-549-4551.

Principle One Score - High Standards (T1 + T8 + T10)

If you scored between **72-54 points**, you and your team are well on your way to developing a program or school with a structure that supports the successful achievement of your vision and goals. The staff in your program or school works hard to help all students achieve high expectations related to academic standards and post-high school options.

If you scored **less than 36 points**, *Module One: Education for Work* would be helpful to your partnership in setting and expecting high academic standards for all students.

Principle Two Score - Career Focus (T2 + T4 + T9)

If you scored between **104-78 points**, you and your team have developed curriculum inside the classroom that is both academically challenging and interesting to students. Teachers work as a team to deliver a project-oriented curriculum that integrates both academic and vocational education and may include team teaching. In addition, there is a seamless curriculum that extends from secondary to postsecondary institutions.

If you scored **less than 52 points**, your team might consider working together through *Module Two: Integrated Curriculum*. However, if you also scored less than 36 points on the Principle One Score, begin with *Module One: Education for Work*.

Principle Three Score - Multiple Assessment (T3 + T5)

If you scored between **88-66 points**, you and your team have developed curriculum outside the classroom that provides students with work site learning opportunities that connect to classroom activities. Students are offered a guidance and counseling program that is integrated with classroom learning and that provides career development and future planning opportunities.

If you scored **less than 44 points**, your team might consider working together through *Module Three: Learning Experiences* . However, if you scored less than 36 points on the Principle One Score, begin with *Module One: Education for Work*.

Principle Four Score - Partnerships (T6 + T7)

If you scored between **56-42 points**, you and your team have developed a student assessment and program improvement system that helps you and your students evaluate both student and program performance. Students are challenged by a range of assessment strategies that test their knowledge and skills both independently and collaboratively.

If you scored **less than 28 points**, your team might consider working through *Module Four: Assessment*. However, Module Four focuses only on student assessment issues. Depending on the difference between your T6 and T7 scores, you may also want to refer to NCRVE's product on program improvement entitled *At Your Fingertips: Using Data for Program Improvement*. However, if you also scored less than 36 points on the Principle One Score, begin with *Module One: Education for Work*.

B. TIPS FOR GETTING STARTED

1. **START WITH WHAT YOU HAVE AND BUILD ON YOUR STRENGTHS**	**This is very important!** It is better to build from the school-to-careers practices already in place within the district than to impose an external, packaged system. People need to "own" the system before they will become committed to it. If your district is already doing a great deal of community service work, then start there. If cooperative education is already working, expand from that point. To find out what is already in place, larger districts will need to survey the district staff and compile a simple database of program descriptions, staff managers, employers, and numbers of students involved. Invariably, there are more things going on than most people realize. A good survey will turn up practices that, with a little fine tuning, will become excellent work based programs.
2. **DISTRICT LEVEL PLANNING**	**Planning is essential to a good work based learning program.** Planning discussions might begin with the question, "Why are we doing this?" One answer is that work based learning is a wonderful opportunity for schools to involve the whole community in the exciting task of integrating classroom learning with real life experiences in the world of work. It can be very helpful from the beginning to designate one person as work based learning coordinator to head a district advisory team responsible for planning and implementing work based learning. It helps even more if this advisory team has the time and resources to get the job done and has a clear vision of district goals and how to reach them. Beyond this, success requires a lot of teamwork and involvement. A steering committee of committed people from business and industry, labor, community agencies, legal and other professional fields, parents, students and teachers can be an invaluable resource. A steering committee representative of the whole community can make the difference between success and failure. Give committee members real tasks and responsibilities.
3. **DON'T RE-INVENT THE WHEEL**	**Become knowledgeable about what others are doing.** Gather information about successful work based programs and observe good practices in action, then incorporate what you can into your own program. Collaborate with other schools or districts in your area. Although it is important that districts develop materials that meet their own needs, it is also important to recognize the value of standardizing procedures and forms as much as possible. Standardization minimizes confusion and maximizes consistency, especially with work sites participating in WBL programs with several educational entities.
4. **SET GOALS AND ESTABLISH TIME LINES**	**The district advisory team should draft a master plan and use it as a blueprint for the district to follow.** Solicit input from all those who will be affected by the plan, particularly school staff, students, parents and employers. Present the master plan to the steering committee as a starting point. Use their input to update and revise the master plan. Establish benchmarks or objectives on a timeline, so that everyone can see the project in smaller segments as well as an overall view. Assign specific, achievable tasks to subgroups and communicate about program strengths and weaknesses frequently.

B. TIPS FOR GETTING STARTED

5. SPEND TIME IDENTIFYING POTENTIAL PROBLEMS	**The advisory team should look at the logistics of managing an expanded work site learning program.** As the program grows, increasing numbers of students, teachers and employers will be involved. Keeping up with the demands of an expanding program can be very difficult. Increased numbers create a greater need for an organized system with thorough training for each staff member who will be placing students in the community. If your program is disorganized, you risk leaving everyone involved with a negative impression of the value of work site learning in addition to potential legal problems.
6. TYPICAL PROBLEMS AREAS	♦ Lack of training time for staff ♦ Opposition from within the community ♦ Schedule conflicts ♦ Differences in expectations of various participants
7. PERHAPS THE BEST ADVICE	For districts starting a work based learning program, perhaps the best advice comes from the *School-to-Work Toolkit*, published by Jobs for the Future, Cambridge, MA. ♦ “Don't be overwhelmed. The materials in this manual are intended for use over a period of years, not all at once ♦ The most important thing to do is to build a community partnership ♦ The information in this manual is a menu, not a list of commandments ♦ Expand your community's vision of the possible. Use the materials here to help a community see itself functioning differently, in a youth development partnership ♦ Build on existing strengths first ♦ Build long-range goals and a timeline for implementing them

C. STAKEHOLDER ROLES/RESPONSIBILITIES

[illegible]

1. SCHOOL RESPONSIBILITIES	In addition to providing classroom instruction that supports the work based learning curriculum, school personnel should work to encourage success by fostering the relationships between students and employers and providing support services as appropriate. These services may include: ♦ Orienting students and employers ♦ Developing job sites and placements ♦ Promoting the program ♦ Conducting on-site visits to monitor and evaluate student progress ♦ Conducting orientations and/or seminars that may include pre-employment work maturity and work readiness training and job search skills ♦ Counseling students about jobs and careers ♦ Assisting students with questions and forms relating to work ♦ Working with students to develop measurable goals/objectives directed toward CIM or CAM proficiencies ♦ Assessing student performance at school and at the work site ♦ Assigning student grades ♦ Taking disciplinary action when necessary in relation to job placement ♦ Attending professionally related meetings and conferences ♦ Posting temporary jobs ♦ Completing records and forms ♦ Maintaining professional relations with employers ♦ Matching students with employers ♦ Providing basic safety training as appropriate to the placement ♦ Preparation of state and federal reports ♦ Maintaining records for insurance and tax purposes
2. EMPLOYER RESPONSIBILITIES	The primary role of the employer is to provide an environment in which learning can take place. In general, the employer is responsible for: ♦ Interviewing students ♦ Signing and abiding by agreements/forms, such as the STW Training Agreement ♦ Providing a work experience that supports the student's educational and career goals ♦ Facilitating student exposure to all aspects of the field ♦ Orienting students to the work site: business operations, performance expectations, administrative policies and job specific safety training ♦ Informing staff of the student's purpose and enlisting their support and help ♦ Arranging a "buddy system" and/or employee mentor for student ♦ Assisting the student in his/her efforts to accomplish personal and professional goals ♦ Meeting with the coordinator to assess student progress and address any problems. ♦ Completing formal evaluations of student work and the work based learning program at the end of the student's experience

BEST COPY AVAILABLE

C. STAKEHOLDER ROLES/RESPONSIBILITIES

3. **STUDENT RESPONSIBILITIES**	The student is responsible for: ◆ Signing and abiding by agreements/forms, such as the STW Training Agreement ◆ Skills, aptitude and interest tests ◆ Developing goals/objectives/CIM or CAM outcomes ◆ Completing assignments, evaluations, forms, and other activities required by the coordinator ◆ Taking an active role as a participant in the program which includes participation in activities at a work site as well as in school ◆ Being a positive representative of the school and program in the community ◆ Making satisfactory academic progress ◆ Informing their coordinator of any problems that occur at the work site
4. **PARENT/GUARDIAN RESPONSIBILITIES**	The parent/guardian plays a major role in the support of their student by: ◆ Encouraging students to have good attendance at the work site ◆ Being involved and informed about the progress of their student's work experiences ◆ Participating in the school's activities promoting the structured work experience program ◆ Arranging for the transportation of the student to and from the work experience site (if necessary)
5. **ADVISORY AND STEERING COMMITTEE RESPONSIBILITIES**	Committee members should be prepared to work in one or more of the following areas: ◆ **Curriculum Development**. Creating technical and academic curricula that support career development goals ◆ **Articulation.** Establishing partnerships and linkages with educational programs beyond high school ◆ **Student Relations.** Introducing the program to students and their parents, helping orient students and providing support services for program participants ◆ **Community Relations and Marketing.** "Spreading the word." Informing community members and employers about the existence and potential benefits of the program and encouraging them to participate ◆ **Work Site Development**. Identifying, recommending and helping establish work sites where students can learn and make meaningful contributions ◆ **Strategic Planning**. Evaluating program outcomes to ensure that the needs of all program participants are being met ◆ **Staff Development.** Preparing school site and work site staff members to meet the needs of students in the work based earning program

D. ONGOING PROGRAM IMPROVEMENT AND EVALUATION

[illegible]

1. **STUDENT PROGRESS**	Regular contact between work site, school, and program staff is the main vehicle for monitoring the quality of student placements and learning. Through work site visits, regular meetings with work site and school partners, and analysis of in-school learning, program staff evaluate whether the program is meeting student educational needs.
2. **PROGRAM PROCESS**	Partners should be engaged in regular discussions to support a process of continuous improvement. Program oversight is a key function of the partnership.
3. **TRACK KEY PROGRAM COMPONENTS**	Programs must monitor and record program outcomes-student grades, diversity, program attendance and completion rates, and placement in post secondary institutions and job opportunities after program completion—to assess overall progress.
4. **OUTSIDE EVALUATORS**	It is often difficult for program managers to step back and analyze program progress. Outside evaluators can help facilitate this process through qualitative (interviews with employers, teachers, administrators, students and parents) and/or quantitative (analysis of student outcomes) methods. Outside evaluators can also be helpful in synthesizing "lessons learned" and making suggestions to improve implementation.
5. **STUDENT EVALUATION**	Students' constructive criticism about their work placements and school site activities is a useful source of information on the quality of the learning experiences and areas in need of improvement. Anonymous evaluations by students on a regular basis are an "insider's" source of information on where the program is and the direction in which it needs to go.
6. **EXIT INTERVIEWS**	One-on-one, open-ended conversations with students as they are about to complete the program are another means of soliciting their frank and helpful impressions. These may work best if conducted by an outside party (e.g., a volunteer graduate student.)

BEST COPY AVAILABLE

E. PARTNERSHIP BUILDING

An Important State Direction. . .A Growing National Trend. Broad based partnerships in states and local communities constitute the underlying principle of Nebraska's School-to-Careers plan and serve as the foundation for successful implementation. Without these partnerships, real and lasting changes will be difficult to achieve. They bring together many segments of the community to share and match resources and lead to formal voluntary relationships between business, industry, education, and their communities to plan and carry out activities for the purpose of improving the quality of education.

Schools need the support of business, industry, and the community to provide quality education. Business and industry need a strong public education system to assure economic stability and to maintain a high quality of life for citizens of all ages. Together, they give the community, the state and the nation a more competitive edge in the national and global economy. Everyone benefits from effective partnership activities.

Partnership Benefits

BUSINESS/INDUSTRY	◆ Intrinsic rewards for employees by sharing their time and talents ◆ Enhanced community image ◆ Contribution to human resource development ◆ Improved return on education tax dollars ◆ Reduction of on-the-job training time ◆ Better prepared employee ◆ Tax deduction for charitable contributions ◆ Recognition and support for their efforts
COMMUNITY	◆ Recognition of education as a joint responsibility ◆ Clarification for citizens of the role they can play in upgrading the quality of schools ◆ Parent involvement
SCHOOLS/TEACHERS/ STUDENTS	◆ New curriculum/teaching resources and ideas ◆ Initiation of special programs ◆ Economic education assistance ◆ Improved channels to communicate education's goals and issues ◆ Increased awareness of business and industry goals and issues ◆ Special student population assistance ◆ Professional development for teachers and staff ◆ Improved administrative and management practices ◆ Recognition and support for efforts

Why Are Partnerships Important?

"To ensure that our children get the best education...let us resolve that every one of our country's public, private and parochial schools and our community colleges—all 110,000 of them—will have formed a partnership in education."

The Honorable Ronald Reagan
Former President of the United States

"Education and business need each other. Partnerships are not only the right thing to do—they are also good business. They improve the quality of the graduates we hire. They help our image in the community. They give us a better return for our tax dollars.

Robert W. Lundeen
Former Chairman of the Board, The Dow Chemical Company

Individual Perceptions vs A Shared Vision

Creating shared visions around education and job readiness is the challenge to Business, Industry, and Education Partnerships. Often people have special interests that foster polarity, not a common vision. Here are some of the arguments that prevent partnerships from creating the shared vision so vital to improve education.

Business/Industry Perception	♦ Educators are supported by taxes and should be doing their job; that is, teaching basic core competencies to graduates entering the job market. ♦ I run a business on a bottom-line basis. Teachers have no idea what it is to meet payroll.
Educators Perception	♦ Teacher's salaries are so low that we cannot attract and keep the best teachers. ♦ Business and industry is not aware of what is required of a professional teacher
Shared Vision	♦ Can shape a community of the future for the benefit of educators and business persons ♦ Will develop a labor force to enhance economic development recruitment and attract business and industry which need to maintain productivity and enable international competition. ♦ Can provide basic skill competencies for graduates who are seeking jobs ♦ Can provide students with support from business, industry and education for a successful transition to jobs or postsecondary education ♦ Can help communities build support for school finance and make educational excellence a shared community responsibility.

Do's , Dont's and Potential Pitfalls In Business, Industry, Education Partnerships

DO'S	DON'TS	POTENTIAL PITFALLS
♦ Make the partnership a system-wide priority ♦ Think long-term ♦ Support projects that demonstrate growth and positive community commitment ♦ Think about evaluation and accountability ♦ Ensure that both partners feel a sense of ownership in the project ♦ Be willing to negotiate, but keep in mind which partner is the educator ♦ Make a list of mutually beneficial outcomes ♦ Be aware of unexpected outcomes that can be exciting ♦ Provide public recognition	♦ Simply look for a handout if you're a potential school partner ♦ Impose a partnership on a school if you're a potential business partner ♦ Be afraid to ask for assistance ♦ Look for financial support for normal budget items ♦ Give up!	♦ Inadequate planning ♦ Too many projects ♦ Inadequate selling of program to teachers and employees ♦ Lack of genuine commitment by one or both parties ♦ Failure to clarify methods of measuring progress ♦ Too many volunteers to monitor ♦ Don't let expectations get unrealistic ♦ Don't promise what you can't deliver ♦ Don't make it a public relations stunt

Special Kinds of Partnership Opportunities

1. General Business Interests	◆ Donate used equipment ◆ Sponsor field trips, tours ◆ Provide informational literature ◆ Sponsor beautification projects—donate plants ◆ Provide display space ◆ Provide seminars or sponsor training for parents or staff groups ◆ Serve as chairpersons ◆ Sponsor a Boss for a Day Program ◆ Allow students to design holiday cards, covers for annual reports, or other publications ◆ Provide demonstrations of various artistic and technical skills
2. Arts/Entertainment	◆ Sponsor tickets for special events ◆ Provide speakers ◆ Provide artistic demonstrations ◆ Provide tours ◆ Sponsor contest (essay, art, poetry) ◆ Provide approved curriculum materials ◆ Serve as judges for various events ◆ Provide seminars for students or teachers
3. Chambers of Commerce	◆ Participate in a speakers bureau on entrepreneurship and the free enterprise system ◆ Participate in career days ◆ Provide curriculum for consumer education ◆ Assist students with getting exposure and training in local businesses and subsequent employment ◆ Sponsor a Junior Chamber of Commerce in schools ◆ Invite school system personnel to serve on chamber's education committee ◆ Provide workshops for teachers to update their skills ◆ Sponsor student interns in leadership development ◆ Assist schools to obtain additional partners from the business community ◆ Participate in career fairs ◆ Participate in health fairs at schools ◆ Encourage volunteerism among students, staff and parents ◆ Tutor in science and health related courses
4. Law Enforcement/ Governmental Agencies	◆ Sponsor student field trips ◆ Assist the school with its law-related education program ◆ Serve as speakers ◆ Provide field trips to court, city hall or jail ◆ Serve as judges for academic competition ◆ Allow journalism or debate students to interview employees or officials ◆ Sponsor an award for top government students, top achievers or best debate students ◆ Participate in competitive events, field days with staff or students ◆ Tutor dropout-prone students
5. Media/ Communications	◆ Participate in Newspapers in Education Program ◆ Provide speakers for career awareness programs ◆ Provide layout assistance for school publication ◆ Present student workshop on how to sell advertisements for their publications ◆ Sponsor spelling bee, writing, public speaking and debate competition ◆ Help students produce a school news program to air on radio or television ◆ Develop a public relations campaign for education ◆ Assist school to reduce printing costs

Special Kinds of Partnership Opportunities

6. **Retailers**	◆ Provide area for students to demonstrate a variety of physical education activities ◆ Provide display for student artwork ◆ Provide on-site musical performances ◆ Provide employment opportunities ◆ Provide field trips/tours ◆ Publicize announcements of activities on employees' bulletin board ◆ Sponsor a fashion show ◆ Provide contest for commercial art students ◆ Sponsor a graphic arts contest ◆ Provide judges ◆ Provide time for handicapped students to visit Santa Claus ◆ Cooperate with school attendance activities
7. **Realtors**	◆ Make motivational presentations ◆ Tutor a child ◆ Co-sponsor a project with a school service club ◆ Provide emergency assistance for students ◆ Participate as a one-on-one youth motivator ◆ Conduct time management inservice program ◆ Sponsor an after school club—Give it your own name ◆ Provide speakers on community issues
8. **Labor Unions**	**Unions can contribute valuable networks and workplace knowledge by:** ◆ Using direct links to thousands of private-and public-sector employers ◆ Using established links/communication mechanisms to 14M unionized workers ◆ Sharing their long history of working with employers on training and skill-upgrading initiatives ◆ Leading the effort to ensure safe and healthful workplaces ◆ Applying understanding of workplace dynamics, work and technology, workplace change, and all aspects of industry **Unions can give young people unique learning opportunities by:** ◆ Teaching youth about what workplaces look like and how workers help define work place processes ◆ Working with educators on school- and work-based career awareness activities ◆ Giving students and teachers opportunities to learn about the current labor movement and labor history ◆ Teaching youth how workers and unions shape and maintain fair labor standards, bring about safe workplaces, and build the middle class ◆ Making students aware of their rights and responsibilities in the workplace ◆ Teaching youth about labor laws, labor management relations, and problem-solving skills and abilities ◆ Recruiting and training STW mentors ◆ Giving front-line shadowing opportunities to students and teachers ◆ Recruiting and training workers to work with specific teachers and schools ◆ Using union-run training programs and apprenticeship centers to provide hands-on learning opportunities **Unions can help with STC system-building by:** ◆ Recruiting unionized employers to participate in STW activities ◆ Providing program models for serving youth from diverse backgrounds, linking young women with nontraditional work, and serving youth with disabilities ◆ Contributing knowledge about work-based learning ◆ Providing models for integrating academic and vocational education ◆ Helping STW systems focus on career paths with strong employment potential ◆ Ensuring that STW initiatives comply with all labor laws ◆ Helping to bridge the communication gap between educators and employers

F. WORK BASED LEARNING OPTIONS

While your school structure, the needs and resources of local partnership members, and team vision and goals will partially determine the route you take in constructing your *Work-Based Learning Local Action Plan*, the following Guiding Principles, used in Part A to assess your partnership strengths, also serve as signposts along the way.

Guiding Principles for Better Schools

Principle One: High Standards. Schools must expect all students to achieve high academic standards and master the knowledge and skills that will qualify them for employment, further education, and career advancement.

Principle Two: Career Focus. Schools should promote career-related academic curricula that stress the application of knowledge and skills to motivate students to achieve high levels of academic performance.

Principle Three: Multiple Assessment. A variety of assessment strategies should be utilized to allow students to demonstrate their multiple talents and abilities whether they work individually or in collaboration, and to assist educators in improving student performance and instructional programs.

Principle Four: Partnerships. Educators and community members must work together to develop high quality programs for all students.

Getting to Work, Introduction, MPR Associates, Inc.,
2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704

These four principles can serve as a useful guide in developing a rigorous, comprehensive program of study organized broadly around work, industry, or careers. Working with your colleagues and community, you can use these principles to help transform your school and expand the educational and employment opportunities for all your students.

If your local education/business partnerships is in its infancy, you may want to consider assessing your partnership readiness level prior to attempting to develop and implement a *Work-Based Learning Local Action Plan*. The *Introduction* to the *Getting to Work* materials will help you evaluate your present level of development in the numerous areas to be explored in developing your local plan.

What kind of work-based learning experiences do you want to create in your local education/business partnerships? School and employers can create unique educational experiences so that students both observe and perform hands-on work, develop work-readiness skills, and learn to draw their own conclusions. Development and implementation of a *Work Based Learning Local Action Plan* will restructure education by bridging classrooms and communities to create work based learning opportunities that maximize students' interests, motivation, creativity, and effort.

The one clear message that needs to be understood by anyone working with or establishing a work based learning experiences is that there **must be a connection between the work experience (including shadowing, mentoring and service learning) and the curricula at the school in some defined fashion.** If the work experience does not connect in a specified manner, it is not School-to-Work, it is just W (work).

The learning experiences described below fall into four categories: (1) *career awareness*, (2) *career exploration*, (3) *school site career preparation* , and (4) *work site career applications*. They span Grades K-16 and focus on providing work based learning experiences that are integrated with classroom curriculum. Students participate in these experiences at either the school or workplace. To help you select options for inclusion in your *Work Based Learning Local Action Plan*, Parts V, VI, VII, and VIII of this manual provide detailed "how to" information including sample forms for each option The following table provides an overview of possible options within each of these categories.

Overview of WBL Options

1. CAREER AWARENESS	Career awareness includes group activities that help students develop a general awareness of themselves, the world of work and its connection to education and provide the basis for guiding students into future career decision making.	
	Career Fairs **Career Day**	Career fairs and career days provide opportunities for students to explore a variety of career path clusters of interest to them
	Classroom Guest Speakers	Guest speakers provide students with an understanding of the career choices available at their place of business, how academic and technical skills are integrated on the job, how they have adapted to technological change, and their role in the economic development of the community.
	Field Trips	Student tours with local businesses willing to share their expertise and provide insight into the variety of career pathways available in their business. The tour should emphasize all aspects of the industry.
2. CAREER EXPLORATION	Career exploration includes individual activities whereby students explore career options that match their interests and aptitudes. They provide an opportunity to learn about what people do for a living, observe and interact with work based staff to learn more about the demands of the work place, and help students think about the world of work and their postsecondary options.	
	Career Guidance & Counseling Services	Securing work-based learning experiences, learning career development knowledge and skills, and choosing post-high school options are essential elements of an integrated program that links school and work.
	Career Interviews	Career interviews arranged, conducted, and reported on by students who have researched the career/career cluster prior to the interview.
	Job Shadowing	Job shadows involve student visits to a variety of work places, during which time students observe and ask questions of individual workers
	Research Papers/Projects	Research papers/projects that focus on specific careers or class projects such as mock employment interviews and business simulations.

Overview of WBL Options

3. SCHOOL SITE CAREER PREPARATION

By integrating job instruction and career exploration with a program of study based on high academic and skill standards, the following school site career preparation activities provide the bridge for transitioning from school to work and/or postsecondary education.

Applied Academics Classes	Courses that are similar in content to traditional college prep but use real-life examples and emphasize contextual learning. Course content is rigorous and challenging. They are offered in the following subject areas: mathematics, English, biology, physics, and social studies.
Career Academies	Schools-within-schools in which groups of students take several classes together each year with the same group of teachers. Each academy focus on a career theme such as business and finance, electronics, etc.
Entrepreneurship Projects/Classes	Entrepreneurship experiences assist students in developing the competencies needed to own and manage enterprises.
School Based Enterprises	SBE's encompass activities in which students produce goods or services for sale or use by the school or communities. Teachers and students learn to develop, operate, and sustain a real business.
Tech Prep Programs	Tech Prep combines a strong secondary and postsecondary education to prepare students for mid-level technology careers for the twenty-first century and articulates seamless educational pathways for the pursuit of postsecondary education options.
VSO Projects/ Competitions	Vocational Student Organizations provide educational opportunities directly linked to the curriculum for vocational and applied technology education students so they may develop personally and professionally in preparation for career and life.
Vocational - Technical Classes	Competency-based occupational education programs that address the emerging technologies and future employment opportunities in business and industry.
Workplace Readiness Classes	Problem solving, teamwork, self management and the other SCANS foundations and competencies needed to succeed in the changing workplace are the focus of these courses.

Overview of WBL Options

4. WORK SITE CAREER APPLICATION

The following work site learning experiences provide students with the opportunity to apply the skills learned in the classroom in actual work environments. They must be integrated with classroom learning in order to provide maximum benefits to both the employer and the student and should be available for **all** students.

Apprenticeships	The content of training, both on-the-job and related instruction, is defined and dictated by the needs of the workplace. The length of training is determined by the needs of the specific occupation. In the building trades, for example, some apprenticeship programs are as long as five years with up to 240 hours of related instruction per year.
Clinical Work Experience	Clinical experiences are different from other structured work experiences in that they require on-site supervision by a certified teacher or faculty member. They usually take place in medical settings, where students practice the skills they have learned in the classroom.
Cooperative Education	Cooperative education consists of mutual agreements between schools and employers whereby students in the 11th and 12th grade receive school-based occupational instruction and related paid work experience to develop certifiable occupational career skills.
Internships/ Practicums	Internships and practicums are similar activities in which students engage in learning through practical work site experience. Internships are usually undertaken by students who are at or near the end of a preparatory academic program and are often unpaid.
Mentorships	Mentorship experiences provide opportunities for developing one-on-one relationships between students and professionals in the career fields they are exploring.
Part Time Work	Part time work (often referred to as work-study) provides work experience for which students are paid and may receive high school credit. It is not, however, a bona fide structured work site learning experience that relates the work to school site learning.
Service Learning Projects	Service learning experiences consist of volunteer work in non-profit or public organizations to help student's develop a sense of community involvement, in addition to skills and knowledge common to other structured work experiences.
SAE'S	Supervised Agricultural Experiences are one of the three integral parts of Agricultural Education Programs that also include classroom/laboratory instruction, and FFA.
WECEP	WECEP is a school-supervised Work Experience and Career Exploration Program for underachieving 14- and 15-year olds aimed specifically at motivating dropout-prone youth to stay in school and become better prepared for the world of work.

WORK BASED LEARNING OPTIONS AND OPPORTUNITIES

WBL OPTIONS	GRADE LEVELS AVAILABLE	DURATION	CREDIT CREDENTIALS	PAID/ UNPAID	TRAINING PLAN OR AGREEMENT	PRIMARY FUNCTION
CAREER AWARENESS ACTIVITIES						
CAREER FAIRS/DAY	4-16	usually 1 day	credit possible	unpaid	no	career awareness
CLASSROOM SPEAKERS	K-16	1 hour	credit possible	unpaid	no	career awareness
FIELD TRIPS	K-16	2-3 hours	credit possible	unpaid	no	career awareness
CAREER EXPLORATION ACTIVITIES						
CAREER GUIDANCE	5-16	ongoing	credit possible	unpaid	sometimes	career exploration
CAREER INTERVIEWS	4-16	1-2 hours	class project credit	unpaid	no	career exploration
JOB SHADOWING	5-16	usually 1 day	credit possible	unpaid	no	career exploration
RESEARCH PAPER/PROJECT	4-16	1 hr to weeks	class credit	unpaid	no	career exploration
SCHOOL SITE CAREER PREPARATION ACTIVITIES						
APPLIED ACADEMICS COURSES	5-16	1 semester - several years	course credit	unpaid	no	career preparation
ENTREPRENEURSHIP PROJECTS/CLASSES	5-16	1-2 semesters	credit possible	usually unpaid	no	career preparation
SCHOOL BASED ENTERPRISE	9-16	hours to years	credit possible	usually unpaid	sometimes	career preparation
TECH PREP PROGRAMS	9-16	1-6 years	credit	both	usually	career preparation
VOCATIONAL-TECHNICAL CLASSES	7-16	1 semester - several years	course credit	unpaid	no	school based career preparation

BEST COPY AVAILABLE

WORK BASED LEARNING OPTIONS AND OPPORTUNITIES

WBL OPTIONS	GRADE LEVELS AVAILABLE	DURATION	CREDIT CREDENTIALS	PAID/ UNPAID	TRAINING PLAN OR AGREEMENT	PRIMARY FUNCTION
VSO PROJECT/COMPETITION	8-16	1 semester - several years	credit possible	unpaid	no	school based career preparation
WORKPLACE READINESS CLASS	9-16	1-2 sem.	course credit	unpaid	no	school based career preparation
WORK SITE CAREER APPLICATION ACTIVITIES						
APPRENTICESHIPS	11-16 (age 16+)	1-6 years including summers	course credit Voc. Cert. (assoc.degree possible)	paid	yes	work site application
CLINICAL WORK EXPERIENCES	11-16	1 semester to several years	course credit Voc. Cert. (assoc.degree possible)	sometimes paid	yes	work site application
COOPERATIVE EDUCATION	11-16	1 sem to yrs	course credit	paid	yes	work site application
INTERNSHIP/PRACTICUM	10-16	1 sem to yrs	course credit	usually unpaid	yes	work site application
MENTORSHIPS	5-16	weeks to yrs	no	usually unpaid	sometimes	work site application
PART TIME WORK	9-16	hrs to years	credit possible	paid & unpaid	no	work site application
SERVICE LEARNING PROJECT	3-16	hrs to weeks	credit possible	unpaid	sometimes	work site application
SUPERVISED AGRICULTURAL EXPERIENCE	9-12	I sem to yrs	course credit	paid & unpaid	yes	work site application
WECEP	9-10	1-4 semester	course credit	paid	yes	work site application

BEST COPY AVAILABLE

G. CREATING WBL LOCAL ACTION PLANS

Thoughtful completion of the following steps in developing your *Work-Based Learning (WBL) Local Action Plan* will insure successful implementation.

Step #1 Sequence Wbl Opportunities by Grade Level

Using the information in the *Work Based Learning Options* handout, select the opportunities that best meet the needs and resources of your local partnership. Options may include the following as well as others unique to your area:

Career Awareness	Career Exploration	School Site Career Preparation	Work site Career Application
♦ Career Fair/ Career Day ♦ Classroom Guest Speakers ♦ Field Trips	♦ Career Guidance & Counseling Services ♦ Career Interviews ♦ Job Shadowing ♦ Research Paper Project	♦ Applied Academics Courses ♦ Entrepreneurship Projects ♦ School-Based Enterprises ♦ Tech Prep Programs/Articulation ♦ Vocational Student Organization (VSO) Projects or Competition ♦ Voc-Technical Programs ♦ Workplace Readiness Courses	♦ Apprenticeships ♦ Clinical Work Experience ♦ Cooperative Education ♦ Internship/Practicums ♦ Mentorships ♦ Part Time Work ♦ Service Learning Projects ♦ Supervised Ag Experience ♦ WECEP - Work Experience Career Exploration Programs

Step #2 Structure of the WBL Experience

Determine the following for each option selected in Step #1:

a.	When	Will WBL take place during the school year or during the summer?
b.	Length	How long will one placement last?
c.	Work Time	What days and times will the student be at the work site?
d.	School Time	What days and times will the student be in school?
e.	Rotation	Will students rotate through various jobs within a place of employment or rotate to various places of employment?
f.	Related Class	In what class(s) will students receive classroom instruction related to their WBL activities?
g.	Supervision	What teachers/employees will supervise students at the workplace?
h.	Class Schedule	What changes in the overall schedule for both students and teachers will be required to implement the WBL experience?
i.	Transportation/ Liability	What special arrangements need to be made related to transportation and liability issues?

Step #3 Define WBL Roles and Responsibilities

What will the implementation roles and responsibilities be for the following PATES Partners:

P - Parents **A** - Administrators **T** - Teachers **E** - Employers **S** - Students

- Indicate on your plan for each option who will be responsible for:

a.	Recruiting WBL business/industry sites and employers.	(Step # 4)
b.	Developing WBL Student Training Plan.	(Step # 5)
c.	Orienting, training, and supporting school and work personnel.	(Step # 6)
d.	Planning and coordinating additional learning experiences.	(Step # 7)

NOTE: Completion of Steps 1-3 provides a framework for your partnerships WBL activities. Successful implementation will require completion of Steps 4-7 as follows:

Step #4 Recruit WBL Employers to Place Students

Determine the following for each option selected:

a. Who are the industry partners that you would like to recruit to implement your plan?
b. Identify current PATES Partners who can help you recruit additional employers.
c. Set priorities in your recruitment strategy.

Step #5 Develop WBL Student Training Plan

The specific format and contents of your training plan(s) will evolve during discussions with your education and employment partners. Eventually, your final training plan will need to be signed by your PATES Partners - Parents, Administrators, Teachers, Employers, and Students - with the expectations clearly communicated. Example entries for the training plan include: Overall Learner Outcomes, Work Skill and Knowledge Activities, Career Development Activities, All Aspects of the Industry Activities, and Reflection Activities.

Step #6 Orient/Train/Support School and Work Personnel

Before connecting students with employers, an orientation, training and support must be provided for students, teachers, employees, and employers. These are vital steps that will make the school and work partnerships more comfortable and beneficial to all parties.

Step #7 Plan Additional Learning Activities

In addition to providing WBL activities for all students, activities that build work-based activities into pre-existing content can be practiced and applied in most every classroom. Possible activities to consider include: seminars on work-related topics, career awareness activities, mock job interviews, journal writing, and situational problem solving.

Adapted from the Getting to Work, Module 3 - Learning Experiences, MPR Associates, Inc.,
2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704, 510-549-4551.

WORK BASED LEARNING LOCAL ACTION PLAN - PAGE ONE

STW Partnership: ______________________________
WBL Coordinator/Team Leader: ______________________________ Phone # ______________ FAX # ______________ E-mail ______________

Grade Level	Step # 1 SEQUENCE	Step # 2 STRUCTURE	Step # 3 ROLES/RESPONSIBILITIES	TARGET DATE
K-6				
7-8				
9th Grade				
10th Grade				

58

59

WORK BASED LEARNING LOCAL ACTION PLAN - PAGE TWO

STW Partnership: ____________________

WBL Coordinator/Team Leader: ____________________ Phone # __________ FAX # __________ E-mail __________

Grade Level	Step # 1 SEQUENCE	Step # 2 STRUCTURE	Step # 3 ROLES/RESPONSIBILITIES	TARGET DATE
11th Grade				
12th Grade				
Post secondary				

NOTE: Completion of Steps 1-3 provides a framework for your partnership's WBL activities. Successful implementation will require completion of Steps 4-7

SAMPLE WORK BASED LEARNING LOCAL ACTION PLAN

BRYAN HIGH SCHOOL

Worked-based Learning Continuum

Grade Level	9th	10th	11th	12th
Assessments	Work Keys IDEAS	PLAN True Colors	ASVAB PSAT	Work Keys ACT/SAT
Activities	✓ Lunch Bunches ✓ Career Shadowing ✓ Career Speakers ✓ Service Learning ✓ School-Based Enterprise ✓ Student Organizations ✓ College Visits ✓ College Counselors	✓ Lunch Bunches ✓ Tours ✓ Career Modeling ✓ Service Learning ✓ School-based Enterprise ✓ Student Organizations ✓ College Visits ✓ College Counselors	✓ Lunch Bunches ✓ Internships* ✓ Externship ✓ Dual Enrollment ✓ Work Experience ✓ School-based Enterprise ✓ Service Learning ✓ Student Organizations ✓ College Visits ✓ College Counselors	✓ Lunch Bunches ✓ Internships* ✓ Externship ✓ Dual Enrollment ✓ Work Experience ✓ School-based Enterprise ✓ Service Learning ✓ Student Organizations ✓ College Visits ✓ College Counselors
Selection	Open	Open	By Application	By Application
Outcomes	• All students select a career cluster • All students develop a program-of-study with 75% of classes suggested by career cluster • All students identify at least 3 careers of interest within their cluster • Attendance rate averages at least 92% • At least 70% of all students pass all of their classes • 20% or more students are on the honor roll	• All students identify one career of interest • All students define the education and training requirements of their chosen career. • All students demonstrate pre-employment skills competency • Attendance rate averages at least 92% • At least 70% of all students pass all of their classes • 25% or more students are on the honor roll	• 60 students are participating in an internship program • Attendance rate averages at least 92% • At least 70% of all students pass all of their classes • 30% or more students are on the honor roll	• 115 students are participating in an internship program • Attendance rate averages at least 92% • At least 70% of all students pass all of their classes • 35% or more students are on the honor roll • High school completion rate exceeds 60%
Data Sources	° Transcripts ° Work Keys results ° IDEAS results ° Explorer Scouts Survey ° Advisement Portfolios	° Transcripts ° PLAN results ° True Colors results ° Explorer Scouts Survey ° Advisement Portfolios ° Career Model Evaluation	° Transcripts ° Advisement Portfolios ° WBL Journals	° Transcripts ° Advisement Portfolios ° OPS Longitudinal Study ° OJC Follow-up Study ° WBL Journals

POST – GRADUATION OUTCOMES

- 50% of students are employed in career cluster
- Average salary exceeds $7.00 per hour
- 50% of students employed full-time
- 50% of full-time students receive benefits
- 75% students enrolled in post-secondary ed. training are studying in career cluster
- Post-secondary training completion exceeds 30%

SAMPLE WORK BASED LEARNING LOCAL ACTION PLAN (CONTINUED)

DEFINITIONS

CAREER SHADOWING	Students are matched to businesses in their career cluster, after completing the IDEAS assessment, and attend on half-day job shadowing experience. Prior to experience, students receive instruction regarding how to dress, what to expect, how to behave, what questions to ask, etc. Students complete an interview form with their worksite mentor upon completion of the job shadow. These interviews are compiled and shared with all students in the same career cluster.
SPEAKER DAY	Career speakers address students at school organized by career cluster on a scheduled day.
SERVICE LEARNING	Students learn through participation in organized community service experiences which are integrated into the academic curriculum (usually history, social studies, government, etc.
COLLEGE VISITS	Students visit colleges, universities, and other post-secondary institutions, according to career clusters
COLLEGE COUNSELORS	Post-secondary representatives visit the school and provide information to students relative to their career clusters.
LUNCH BUNCHES	Career speakers address students at school, during the lunch hour, organized according to career interests.
TOURS	Tours of local businesses and agencies are conducted, according to career cluster.
CAREER MODELING	Students are matched to an adult mentor according to career interests. The mentors visit with the students first at school and then twice more in the mentor's place of business.
INTERNSHIP	Students are assigned to an internship placement for 15 – 20 hours of work experience per week. A learning plan is developed in advance with the student and worksite mentor. Students meet every two weeks to integrate experiences, with the first three weeks of the internship devoted to exposure to all aspects of the assigned industry. Journals and work logs are kept and analyzed by the students.Internship continues through the senior year.
DUAL ENROLLMENT	Students take classes and earn credit at post-secondary institutions while still in high school.
WORK EXPERIENCE	Internship program designed for students with special needs.
SCHOOL ENTERPRISE	Business/Service ventures planned and implemented by students in the school building.
STUDENT ORGANIZATIONS	Includes programs such as DECA, FBLA, FTA, Junior Achievement, etc.

H. KEY WBL PERSONNEL

Three key people for any student in a work based learning component are the school-to-careers coordinator, the school site mentor and the work site mentor. The job descriptions follow for these individuals.

School-to-Careers Coordinator

Definition
A school-to-careers coordinator is a person skilled in administration, supervision, counseling and teaching. The coordinator maintains effective relationships with employers in various employment fields and communicates with labor leaders, legislators, government officials, school administrators, faculty, parents and students.

Functions
The functions of the school-to-careers coordinator include the following:

1. Coordinate individual career planning for students with curriculum, personnel and partnership members.
   - Oversee the implementation of the career exploration curriculum.
   - Coordinate the training of counselors and teachers.
   - Participate in the coordination of career counseling activities within the partnership.
   - Ensure selection of a career major by all students.
   - Ensure completion of the individual career planning process.

2. Monitor the delivery of the program of study to include integrated academic and occupational skills in the curriculum, instruction and work based learning experiences.
   - Organize and supervise the faculty teams charged with integrating academic and occupational content.
   - Coordinate the revision of curriculum to integrate school and work based learning activities.
   - Ensure the delivery of programs which meet academic and occupational standards.
   - Ensure secondary/postsecondary articulation.
   - Implement the recommendations of advisory groups (project staff and employer representatives).
   - Coordinate school-site mentors and workplace mentor planning teams.
   - Write the learning contract to identify the academic and occupational competencies to be attained by each student.
   - Coordinate the inclusion of the identified competencies in the curriculum.
   - Ensure the implementation of the modified curriculum.
   - Organize and monitor the student evaluation process.
   - Monitor the record-keeping system.

3. Establish and maintain education and work liaisons.
   - Identify and recruit employers and community-based organizations for participation.
     -Develop and implement incentives and rewards.
     -Develop and implement a marketing plan.
     -Provide ongoing support to participating employers.
   - Provide employer orientation training and support for workplace mentors.
     -Provide examples of instructional strategies for incorporating academic skills.
     -Coordinate work with special populations.
     -Promote general occupational and site-specific safety and health.
     -Facilitate the use of alternative learning styles.
     -Coordinate employer practices and policies.
   - Create work,based learning opportunities based on student needs.
   - Organize and coordinate supervision of work based learning.
   - Serve as mediator for any unresolved school-site/workplace conflicts.

4. Ensure a safe work based learning environment for the school-to-careers system.
    - Evaluate the safety and health information provided by the school-site mentor.
    - Coordinate the provision of safety and health instruction.
    - Compile accident report information.
    - Work cooperatively with the district health and safety designee.

5. Coordinate assistance to students in the transition from school-to-careers (job placement, continuing education and further training).
    - Identify the student's transition needs in the learning contract.
    - Identify and develop linkages with agencies and organizations that can provide transition support.
    - Develop and maintain a referral system to help completers gain access to job placement services, continuing educational and additional training agencies and organizations.

6. Develop and maintain a monitoring system for the district's school-to-careers system.
    - Set up a system based upon the overall project evaluation design.
    - Implement the evaluation system.
    - Collect and analyze the results.

Things to Keep in Mind

The following are essential considerations in selecting and training a school-to-careers coordinator:

- Work based learning sites may include all areas of potential employment, including office-based occupations, field-based occupations, medical occupations, custodial occupations, law enforcement, accounting and countless others.
- Work based learning site placements may be either hazardous or nonhazardous. (Keep in mind child labor regulations relevant to working at hazardous sites.)
- The school district and its designated personnel will be responsible for all matters related to the work based learning sites used by the district.
- Work based learning sites must be safe environments for students and school personnel.
- Work based learning sites should serve various purposes: career awareness, career exploration and career preparation, including the attainment of academic general workplace and occupational competencies.
- The primary purpose of work based learning sites is education. They are extensions of the educational program of the school.
- The primary role of the school-to-careers coordinator will be supervisory, coordinating the many aspects of the program.

Knowledge and Abilities

The School-to-Career coordinator must have

- the ability to develop partnerships.
- the ability to set priorities.
- a knowledge of the task analysis process.
- the ability to effective manage individuals and processes.
- the ability to effectively communicate verbally and in writing.
- a knowledge of child labor laws.
- a knowledge of safety and health issues.
- a knowledge of the organization and structure of the workplace.
- a knowledge of workplace competencies.
- a knowledge of career development systems.
- the ability to write a work based learning contract.

School Site Mentor

Definition

A school site mentor is a professional employed by a school who is designated as the advocate for a particular group of students and who works in consultation with classroom teachers, counselors, related services personnel and the employer of the students to design and monitor the progress of the students' school-to-work program (P.L. 1103-239 *The School-to-Work Opportunities Act of 1994*, Section 4).

Functions

The functions of the school site mentor include the following:

1. Ensure the coordination of career counseling activities between guidance, classroom and workplace experiences. These activities lead to the student's selection of a career major.

2. Monitor the implementation of the student career assessment process and use the information as the basis for selection of a career major.

3. Coordinate the identification of the academic and occupational competencies to be attained by each student.
   - Coordinate the inclusion of the identified competencies in the student's Individual Career Plan (ICP).
   - Ensure that the implementation of the modified curriculum includes the academic and occupational competencies to be attained by the student.
   - Ensure that all modifications are in compliance with all federal and state regulations (e.g., Individual Education Program (IEP), Section 504, *Plans of the Rehabilitation Act of 1973 as Amended in 1990)*.

4. Establish and monitor the student evaluation process.
   - Perform record-keeping functions.
     -Ensure that training agreements are completed and signed.
     -Keep record of student evaluations on file.
     -Record the achievement of academic, workplace skills and occupationally specific skills.
     -Maintain the ICP for each student.

5. Meet with the school-to-career coordinator on the appropriate work based learning experiences for each learner.

6. Serve as a mediator for any school-site/workplace conflicts.
   - Report any conflicts to the school-to-career coordinator.
   - Convene meetings, if appropriate, to resolve school site and work site conflicts.
   - Record conflicts in the student's file and the action taken for resolution.

7. Refer students to sources of assistance for school-to career opportunities, job placement, continuing education, further training or support services.
   - Provide information regarding linkages with agencies and organizations that can provide support to students, parents and/or employers.
   - Provide referral information to the school-to-career coordinator and/or related personnel as needed.
   - Secure assistance, if appropriate.

8. Monitor health and safety provisions.
   - Maintain a record of hazardous workplaces.
   - Maintain records of occupationally specific safety and health test results.
   - Ensure a safe work based learning environment.
     -Assess safety and health instructional needs for each site.
     -Coordinate the provision of safety and health instruction.
     -Monitor workplace safety and health provisions.

    -Report accident information.
  - Comply with federal and state employment and civil rights legislation.

9. Provide ongoing support for workplace mentors/employers.
  - Provide education support.
    -Provide examples of instructional strategies for incorporating academic skills based on individual student needs.
    -Coordinate individual strategies for working with special population students.
    -Ensure compliance with general occupational and site-specific safety and health regulations.
    -Facilitate the use of alternative learning styles.
    -Coordinate employer practices and policies with student learning.
    -Conduct workplace learning supervision.

10. Participate in the monitoring of the district's School-to-Career Opportunities system.

Things to Keep in Mind
The following are essential considerations in selecting and training a school site mentor:
- Work based learning experiences are provided to all students, so the school site mentor must possess the communication skills and ability to work with a variety of students and their individual needs.
- Compliance with all federal and state laws is mandatory.
- Work based learning sites must be safe environments for students and school personnel.
- The primary purpose of the learning sites is education. They are extensions of the educational program of the school.
- The primary role of the school site mentor is to coordinate the student's individual career plan, classroom instruction and work based learning experiences.
- The school-site mentor must possess the counseling and teaching skills necessary to maintain effective relationships.

Knowledge and Abilities
The school site mentor must have
- the ability to set priorities.
- knowledge of the task analysis process.
- the ability to effectively manage individuals and processes.
- the ability to effective communicate verbally and in writing.
- knowledge of child labor laws.
- knowledge of workplace competencies.
- knowledge of career development systems.
- knowledge of educational learning styles.
- knowledge of evaluation techniques.
- knowledge of problem-solving skills for conflict resolution.
- the ability to find and implement the use of support services for students.
- the ability to manage multiple priorities.

Work Site Mentor

Definition

A work site mentor is an employee at the workplace, or another individual approved by the employer, who possesses the skills and knowledge to be mastered by a student and who instructs the student, critiques the performance of the student, challenges the student to perform well and works in consultation with classroom teachers and the employer of the student (P.L. 103-239, *The School-to-Work Opportunities Act of 1994*, Section 4).

Functions

The functions of the work site mentor include the following:

1. Ensure the occupational health and safety of the student in the workplace.
2. Work in consultation with the classroom teacher, schoolsite mentor, school-to-careers coordinator and employer.
3. Provide instruction in workplace skills and serve as a role model for the student.
4. Provide instruction in technical skills.
5. Provide instruction in and reinforcement of related academic skills.
6. Assist the student to meet state core content standards and/or national competency standards.
7. Participate in the evaluation of the student's performance.

Knowledge and Abilities

A work site mentor must

1. pssess a knowledge of health, safety and child labor issues for the particular workplace.
2. possess the skills and knowledge to be mastered by the student.
3. possess a knowledge of the relevant career majors and the school based curriculum.
4. possess a knowledge of federal, state and local program policies and practices related to the work based learning experience.
5. have a knowledge of "all aspects of the industry."
6. be available to adequately mentor the student.
7. be available to participate in training associated with the work site mentoring process.

BIBLIOGRAPHY

ACT Career Planning Program (CPP) Six Job Clusters, American College Testing, 2201 North Dodge Street, Educational Services Division, Iowa City, IA 52243

A Guide to Work-Based Learning: Business and Industry Risk Management Plan, Michigan Department of Education, Office of Career and Technical Education, PO Box 30008, Lansing, MI 48910

Academies in Context, CORD Communication, Vol 3, No. 4, Aug/Step., 1997, PO Box 21206, Waco, TX 76702-1206, Phone: 817-772-8756

Career Academies Presentation, December 1997, GMS Partners, Inc., National Career Academy Coalition, 1122 Kersey Road, Silver Spring, MD 20902

Career Academies: Communities of Support for Students and Teachers—Emerging Findings from a 10-Site Evaluation, James J. Kemple, Manpower Demonstration Research Corporation, December 1997, MDRC, 16 East 34 Street, New York, NY 10016-4326

Career Opportunity Fair 1997, Beatrice Chamber of Commerce, 226 South 6th Street, Beatrice, NE 68310, Phone: 402-223-2338

Consensus Framework for Workplace Readiness, CCSSO Workplace Readiness Assessment Consortium, July 1995, Council of Chief State School Officers, One Massachusetts Avenue, N.W., Washington, D.C. 20001

Designing Marketing Tools, Steve Walter, Tri-County Technical College, Pendleton, SC, Phone: 803-646-8361 X2253, Copyright 1994

Developing and Implementing School-to-Work in South Carolina, South Carolina Department of Education, 1429 Senate Street, Columbia, SC 29201, Phone: 803-734-8492, Fax: 803-734-8624

Getting to Work: A Guide for Better Schools , MPR Associates, Inc., 2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704, Phone: 510-549-4551

Holland's Self-Directed Search (SDS) Six Personality Types, Psychological Assessment Resources, Inc., P.O. Box 998, Odessa, FL 33556

Nebraska Innovative School-to-Work Strategies 1997, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987, Phone: 402-471-0948

Opening Minds, Opening Doors: The Rebirth of American Education, CORD Communications, PO Box 21206, Waco, TX 76702-1206, Phone: 817-772-8756

Oregon Work Based Learning Manual, March 1996, Lane Community College, Cooperative Education Department, 4000 East 30th Avenue, Eugene, OR 97405-0640, Phone: 541-726-2203, Fax: 541-744-4168

The School-to-Work Glossary of Terms, National School-to-Work Office, Washington, DC, July 1996

Teacher Externship Guide: Step-by-Step Procedures for Designing Externships, Boston Public Schools, 26 Court Street, Boston, MA 02108

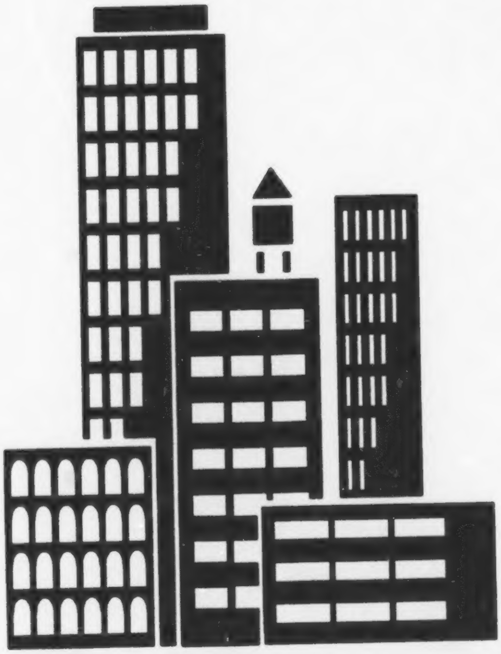
Workplace Learning Strategies Manual, Allan Hancock College, 800 S. College Drive, Santa Maria, CA 93454, Phone: 805-922-6966, EXT 3613

NEBRASKA

Work Based Learning Manual

PART III

MARKETING AND WORK SITE DEVELOPMENT GUIDE



NEBRASKA STATE DEPARTMENT OF EDUCATION

Kimberly J. Peterson	District 1	Lincoln
Ann Mactier	District 2	Omaha
Beverly J. Peterson	District 3	Oakland
Rick C. Savage	District 4	Omaha
Katherine Endacott	District 5	Pleasant Dale
Terry Loschen	District 6	Grand Island
Kathy Wilmont	District 7	Beaver City
Kathleen McCallister	District 8	Omaha

Douglas D. Christensen, Ph.D.
Commissioner of Education

NEBRASKA INDUSTRIAL COMPETITIVENESS ALLIANCE SCHOOL-TO-CAREERS COMMITTEE

Thomas Whalen, Chair	Silverstone Consulting, Inc.	Omaha
Dennis Baack	Nebraska Community College Association	Lincoln
Craig Broyhill	Broyhill Company	Dakota City
Dr. Doug Christensen	Nebraska Department of Education	Lincoln
Dr. Don Helmuth	University of Nebraska -Lincoln	Lincoln
Dr. Carroll Krause	Nebraska State College System	Lincoln
Maxine Moul	Nebraska Department of Economic Development	Lincoln
Jim Paladino	Omaha Joint Electrical Apprenticeship	Omaha
A.F. "Tony" Raimondo	Behlen Manufacturing	Columbus
Sandy Scofield	Nebraska Math and Science Coalition	Lincoln
Maureen Wenke	Wenke Manufacturing Company	Pender

The Nebraska Work Based Learning Manual was developed by the Nebraska Department of Education through funding provided by the Carl D. Perkins Vocational and Applied Technology Education Act, Grant #V048A1002700 and the School-to-Work Opportunities Act, Grant #9724441 with the State of Nebraska. It is the policy of Nebraska Departments of Education and Economic Development not to discriminate on the basis of sex, disability, race, color, religion, marital status, age or national or ethnic origin in its education programs, admissions policies, employment or other agency-administered programs.

Inquiries about the manual may be directed to: Carol Jurgens, Tech Prep Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE, 68509, 402-471-0948, cjurgens@nde4.nde.state.ne.us

6/98

Part III - Marketing and Work Site Development Guide

TABLE OF CONTENTS

EXECUTIVE SUMMARY 1

A. PROGRAM PROMOTION 1

1. Message Strategies 1
2. Evaluating Promotional Activities 2
3. Marketing Your WBL Program to Stakeholders 3

B. WORK SITE DEVELOPMENT 9

1. Determining Your Needs 9
2. Researching Employers 9
3. Identifying Potential Employer 9
4. Establishing Student Work Sites 10
5. Recruiting Work Site Staff 11
6. Connecting Students to Work Sites 11
7. Follow Up 12

C. DESIGNING MARKETING TOOLS 13

1. Designing Effective Brochures 13
2. Preparing News Releases 15
3. Creating the Perfect Newsletter 17

BIBLIOGRAPHY 19

Work Based Learning
MARKETING AND WORK SITE DEVELOPMENT GUIDE

Executive Summary

For schools to gain the support of the community and nurture effective relationships with employers and community organizations, a full range of school-to-careers (STC) marketing activities should be undertaken. This guide focuses on three aspects of marketing work based learning: program promotion, work site development, and designing marketing tools.

Program Promotion
Promotion, as defined by marketing professionals, includes four categories: publicity, advertising, personal contact selling, and sales. An effective work based learning marketing program utilizes all of these activities to stimulate community interest and encourage participation in the program. Overall work based learning program promotion is usually performed by school district staff on behalf of an entire program. Marketing efforts on this level include public relations, personal selling by administrators and sales activities like community meetings and brochure development. These activities are broad based and focus on informing the community at large of program benefits and features.

Work Site Development
Personal contact selling is usually performed by individuals who are responsible for developing work based learning sites and is directly related to their particular programs and students. Work site developers primarily engage in personal contact with individual employers and may utilize sales tools such as business cards, brochures and flyers created by the school district or themselves. Personal contacts made on this level are the foundations upon which successful programs are built.

Marketing works best when activities on all levels are coordinated. Each marketing activity should be viewed as part of an overall communication strategy whose ultimate goal is developing a successful work based learning program. The activities described in the following pages should begin during startup activities and continue in various forms as the program grows and changes.

Make sure that each individual involved in marketing activities understands and uses the correct terminology to ensure accurate communication on each level, across all types of marketing activities, and at all phases of development.

A. PROGRAM PROMOTION

1. Message Strategies

- **Focus on explaining how STC will improve public education, and how audiences can get involved.** Research shows there is no need to persuade key audiences of the need to change our public schools. Limited resources should be focused on describing how STW will improve the quality of education students receive, and how audiences can get involved in creating more opportunities for students.

- **Emphasize the inclusive nature of STC—that it benefits all students.** A wide margin of students believe they will go to college—and so do their parents. While statistics show these expectations do not materialize, it would be counter-productive to attempt to convince families otherwise. Communications should emphasize that STC programs benefit all students, regardless of their future plan, because they: 1) make classroom learning more relevant; and 2) teach skills that apply to any career choice.

- **Communicate in emotional, anecdotal terms.**
  Throughout the research, the more emotion-laden arguments—keeping kids off the street and in school, giving them hope for a job, keeping college-bound students focused on their studies—appeal more to audiences than statistical ones. Emotional arguments, substantiated by reliable data, should be used to convince audiences that STC will improve the quality of education students receive and is worth the effort.

- **Have students describe the relevance STC brings to the classroom.**
  Emotion moves audiences, and few are as capable of imparting passion about STC as students involved in structured work experiences and other STC programs. In student focus groups during site visits, students spoke convincingly about how STC experiences have brought relevance to their studies. Communications tools and activities should be structured to include student testimonials and anecdotes in a significant way.

- **Focus resources on personal interaction over mass media.**
  Research shows the mass media is not connecting with public, parents, students or business on school reform issues. In fact, parents said they get most of their information about schools from personal observation, school newsletters and contact with school staff. Resources should be focused on activities that connect all audiences, in a personal way, with STC.

- **Gain support of stakeholders by ensuring:**
  - they know the program exists.
  - they perceive the program accurately.
  - they believe the program is of value to them.

- **Marketing efforts must be coordinated and sustained.**
  "One shot" efforts are seldom effective, no matter how good they are.

When developing marketing materials such as brochures, videotapes or newsletters, be certain to consider these important points:

- **Promote the benefits of work based learning, not the features.**
  People make decisions to support a program primarily to meet some need of their own. Therefore, everything you communicate—to every audience—should address the benefits to them.

- **Understand and address audience concerns "up front".**
  People know that nothing is free; help them understand how the benefits of work based learning outweigh the costs. Those costs can be both real and perceived. For example, parents may fear that school-to-careers is a form of tracking. Show them that students will have access to postsecondary school options, and that success in work based learning programs often leads students to consider education options they previously had not considered.

- **Shift your marketing activities as the program develops.**
  As the program and public opinion toward it evolve, different marketing strategies may be required.

School-to-Work Marketing and Communications Plan: Report and Recommendations for 1995-96 Oregon Department of Education

2. Evaluating Promotional Activities

Take the time to evaluate your marketing activities and discontinue those that don't work or achieve your objectives. Your evaluation techniques should be manageable and practical. Evaluation involves monitoring results by comparing a planned performance against an actual performance. How accurately did the planned budget, timetable and resources reflect the actual budget, timetable and resources?

3. Marketing Your WBL Program to Stakeholders

The following table provides strategies for marketing your work based learning program to district personnel, the entire school staff, teachers and counselors, students, parents, and employers.

Marketing Your WBL Program to Stakeholders	
a. DISTRICT PERSONNEL	• **Sell the concept of work based learning** Provide administrators and school boards with concrete information on the implementation process and success stories of other work based learning programs. Provide solid data (e.g., drop-out and postsecondary completion rates) to clarify the need for the program. This is an ongoing process. • **Produce formal orientation materials** A formal description of the program which articulates program goals, expectations, support structures, and teacher and counselor roles and responsibilities provides an opportunity to address staff concerns. Brochures and handbooks are good formats for orientation materials.
b. STAFF ORIENTATION AND DEVELOPMENT	Orientation and ongoing staff development activities empower teachers and counselors to adopt new practices that connect school and work. Topics may include: • **Formal orientation and handbook**. A formal introduction to the program which articulates program goals expectations, support structures, and teacher and counselor roles and responsibilities provides an opportunity to address staff concerns. • **Potential WBL sites and employers**. Provide information regarding the industries in which students will work and the potential of workplaces as learning environments. • **High expectations for all students.** Reaffirm school's commitment to high expectations for student performance. • **Applied academics**. Encourage the development and use of applied learning activities/courses that encourage the active exploration of the work environment and the development of higher-order thinking skills. • **Curriculum integration**. Build a supportive peer network through which they can work together to develop new teaching materials and strategies and reinforce each others' efforts. • **Summer internships and job-shadowing days**. Employer-sponsored internships are a popular and proven technique for giving first-hand exposure to academic, social, and technical demands of today's workplace. • **Consensus-building and joint planning meetings.** Regular meetings to discuss the demands and opportunities of the program and to resolve problems as they arise are very important in facilitating buy-in and program improvement. Programs should strive to incorporate this necessary function into the regular school day, which may require shifts in class schedules, teacher course leads, etc. • **Training institutes and workshops**. Specially designed institutes and workshops provide opportunities to learn and practice instructional approaches for linking school and work and impart techniques that encourage active, student-directed learning.

Marketing Your WBL Program to Stakeholders

c. TEACHERS AND COUNSELORS

Designing and implementing school-to-career programs requires fundamental changes in standard practices. Teachers collaborate with employers to develop integrated curricula, team-teach with their peers and "coach" rather than lecture to students. Guidance counselors connect student to the local labor market and range of postsecondary options, not only four-year colleges. Without strong teacher and counselor support, it is impossible to realize these necessary changes to the traditional operation of schools.

- **Bring them into the design process**. Unless they have an opportunity to influence the design process, it is unlikely that they will take program implementation seriously.
- **Link program goals to concerns that they have identified**. Make it clear that the goals of the program are consistent with concerns raised by staff about student performance, efficient operation of the school, professional development and support and preparing students for the world at large.
- **Educate them about the changing demands of the workplace and the wide range of postsecondary options**. Help them better understand the academic, social, and technical demands of modern work and the range of career and learning opportunities in the community by providing opportunities to visit the work place and meet with work site staff.
- **Provide staff support**. Support staff by: arranging visits to other school-to-career programs to learn first-hand how project-based learning and team-teaching approaches are put in place; supporting attendance at school-to-careers conferences; providing time for teachers and counselors to meet with peers on issues of curriculum and program development; and supplying concrete examples of integrating school-based and work-based learning.
- **Enlist current participants from other programs**. Teachers and counselors often become more interested when they hear the enthusiasm of their peers and their students.

Marketing Your WBL Program to Stakeholders

d. STUDENTS

The best incentive for student participation is a program that is considered by peers and parents as high status, with a range of postsecondary options including college, work, and technical training. Program staff should provide students, and the adults who influence them, with clear and compelling information about program design and benefits, emphasizing that the program; is a stepping stone toward further high value work and postsecondary educational opportunities; doesn't cut off options, but enhances them; and provides support to students. At every step, help students get a clear idea of what it means to participate.

The world of work is foreign to most students. Expectations, rewards and consequences need to be spelled out clearly through orientation. Marketing activities can play an important role in helping dispel students' initial fears and confusion.

- **Distribute student information packages,** including program brochures, course listings, newspaper articles, information on local industry trends and brief quotes from program participants.
- **Hold student assemblies** with employers and have participating students provide testimonials.
- **Host open houses** for students, parents, and staff at employer facilities.
- **Involve students in the promotion process** after the first year of implementation, since students can be a program's best friend.
- **Present at middle school** civics and career development classes to promote the program.
- **Conduct community outreach** using newspapers, radio, television and presentations at parent/community-based organization meetings.
- **Prepare a formal handbook** outlining the policies and expectations of the program.
- **A separate introduction** to a student's particular workplace, as a new employee. Such introductions generally give students necessary information about procedures and expectations (e.g., health and responsibilities). A thorough work site orientation helps build a direct relationship of responsibility and obligation between student and employer. It emphasizes that the student is not just a high school student on a field trip, but has a role and function in the workplace and can make a contribution.
- **A kick-off reception** for students and their parents, hosted by the employers and attended by school and community partners, including local government representatives, is a further means of initiating student participation in a supportive work and learning community. A final dinner/awards ceremony at the conclusion of the year can also be held. The following year's recruits can also be invited, to view firsthand the progress of participating students.

Marketing Your WBL Program to Stakeholders	
e. PARENTS	Parents can be either enthusiastic supporters or suspicious opponents of work based learning programs. Program promotion should address parents' concerns. • **Begin your program early.** Parents are usually enthusiastic about career awareness and job-shadowing opportunities at the elementary or junior high school levels. Starting all children in career-focused programs early can lessen the chance that the school-to-work program will be labeled by parents as "second-best." • **Ask parents their concerns, and respond to them.** Be ready to respond to typical concerns of parents, such as: Is the program another form of tracking? Will college options still be open to my child? Will my child be forced into making a career choice too early? What sort of job will he or she be doing? Will transportation be made available between the school and the workplace? • **Involve parents in program design and ongoing operations**. Parent-teacher organizations can be a good venue for recruitment and orientation. • **Have parents sign a mutual expectations agreement**. Being party to an agreement with employers, teachers and their child can enlist parents in reinforcing their child's learning. • **Work with community-based organizations**. Community-based organizations are often a voice and advocate for parents. Working with these organizations can be a vehicle for parent communication. • **Invite parents to visit the people and institutions connected with the program.** Making it possible for parents to visit the firm(s) and school(s) where their children will be learning can help them better understand the nature of the program. Providing opportunities for them to meet the supervisors and teachers on an informal basis gives parents the chance to discuss their concerns and interests in the program with the people who will be working with their children. • **Stress the guidance and career planning components of work based learning**. Students often complain that "no one at school cares." Stressing to parents that special supports will be provided to help students negotiate the demands of work based learning and make decisions about future education and career goals will help demonstrate to parents that your program is not "business as usual."

Marketing Your WBL Program to Stakeholders

f. EMPLOYERS

Work based learning programs ask employers to play a significant role in designing and providing work and learning opportunities for students. This is a departure from most school-business partnerships, which typically are more limited in scope and employer commitment. To recruit employers, program designers must understand what might motivate employers to play this more significant role and make it as easy as possible for them to get involved. Basic strategies for recruiting employers include:

- **Use business leaders to recruit their peers.** Peers have the best chance of convincing employers of the value of participation. CEOs and other top managers can gain access to and command the respect of the leaders of other firms, with whom they share common concerns and expectations.
- **Anticipate and be prepared to answer employer concerns.** Employers want to hear clear, concise answers to their questions and concerns about program administration, design, costs and benefits. Employers who have had mixed results with previous school-business partnerships will particularly want to know how the work based learning program can be structured for success.
- **Highlight specific benefits to employers.** The message crafted for employers should underscore the short-and long-term benefits of participation. Two areas of emphasis are broad labor market trends—aging of the existing workforce, rapid technological change, the demand for new skills, the high costs of recruitment, the decline of traditional training pipelines—and the individual firm's civic profile.
- **Build a genuine partnership.** Involve employers early in the program planning so that they have significant responsibility and sense of ownership. Employers will have a greater interest in becoming involved and maintaining their support if they feel that it is their program, too.
- **Clarify the expected roles and responsibilities of employers.** Work based learning programs require employers to commit time, staff and money. It is essential to make clear from the beginning appropriate roles and responsibilities that are consistent with program goals and basic design. Employers will be more willing to become involved if they know up-front what is being expected of them.
- **Enlist upper-level management to sell the program.** Secure CEO endorsement and enlist human resource development staff to make a presentation to department supervisors. This will send the message the program is highly valued and integrated with the company's overall human resources strategy.

B. WORK SITE DEVELOPMENT

Establishing and maintaining education and work liaisons is a major component in creating work based learning opportunities. School-to-careers coordinators and/or other personnel such as the teacher/coordinator of a work based learning program are involved in the work site development process.

The primary purpose of work site learning is education. Work site learning is an extension of the education program of the school. Work site learning sites can serve various purposes: career awareness, career exploration, and career preparation and application, including the attainment of academic general workplace and occupational competencies. The following steps will insure the establishment of work site learning opportunities that meet these objectives.

1. Determining Your Needs

Decide what type of work based learning experience you are trying to set up for your students. Carefully consider which employers to target for contact.

2. Researching Employers

Gather as much information about potential employers as you can through personal contacts and professional organizations.

- **Network** with your friends and coworkers and ask for contacts within the organizations.
- **Research each organization.** Public libraries often have the publication *Contacts Influential* which provides specific information about companies such as the number of employees, contact names, and information about other similar companies or organizations.
- **Survey local organizations.** Find out what types of work based learning activities the organizations in your community are willing to participate in. In some areas, business education contacts take on the role of connecting businesses with schools through the development of databases. In other areas, Chambers of Commerce have assumed this connecting role. In smaller communities, the work based learning coordinator should be prepared to take on this responsibility.

3. Identifying Potential Employers

Some firms are more likely than others to participate in a new work based learning program. The following criteria can help you focus your initial recruitment efforts on those employers most likely to become involved.

- **Prior involvement in school-business partnerships**. Employers who already have served on vocational education advisory boards, school-business partnerships, Tech Prep consortium boards, or district- or city-wide education reform committees may be inclined to participate, particularly if their experiences have been positive.
- **Tradition of leadership in community affairs**. Banks, hospitals and public utilities are typically interested in positive public image and are generally responsive. Business leaders with a history of public service and community leadership can also be powerful allies.
- **Commitment to being a "learning organization"**. Firms that invest in the development of work skills are more likely to have the vision and organizational capacity to provide quality work site learning experiences for young people. Indicators of this kind of commitment include basic-skills and English as a Second-Language programs, quality management programs and tuition reimbursement plans.
- **Industry areas which employ large or increasing numbers of employees.** Companies that are growing, and those that are not currently hiring but can articulate a three- to five-year hiring strategy to meet their long-term goals, can see the need to build their labor supply.

- **Firms and organizations experiencing labor shortages.** Firms experiencing high retirement rates and/or lack of entry-level workers may see immediate need for work based learning programs.

- **Cooperative labor-management relations**—Workers and their organizations have been active partners in work based learning programs in unionized and non-unionized workplaces. However, workers often have legitimate concerns about their job security and access to training. Firms with cooperative labor-management relations are more likely to be able to resolve these issues.

- **Friendly competition with firms in the same industry.** One firm's participation can encourage others to jump on board. The perception that a rival may gain prestige, publicity, community approval, or access to labor can be a powerful motivator.

- **Familiarity with U.S. and European work based learning models.** First-hand knowledge of youth apprenticeship or other work based learning systems can increase employer receptivity.

4. Establishing Student Work Sites

- **Effective communication is the foundation for developing and maintaining work based learning sites**. Some employers will prefer to have a single point of contact to maintain and develop relationships with schools. Program coordinators or business education contact personnel can fulfill this role. Other employers will prefer to work directly with school staff members responsible for placing students in their organizations.

- **Call employer(s) and community organizations**. It is always best to have the name of an individual within a company to call. In marketing terms this is referred to as a "warm" call. If you don't have a name you will need to do a "cold" call. When cold calling, explain your reasons for calling and ask for the name of the person who might be responsible for this type of activity. You may be referred to the Human Resources Department or Personnel Department, especially in large organizations.
    - **Prepare a phone conversation script** that has all the information you will need to give an employer. Introduce yourself and ask for some time to discuss your program. Explain program needs clearly and concisely. Emphasize the benefits of participation. When preparing your script, pretend that you are the employer. What would you want to know first? e.g., Liability? Time commitment? Paperwork? Costs? What would make you listen to what you have to say? e.g., concern for the well-being of young people; benefits for the company. Solicit questions and immediate concerns from the employer. If possible, set up a meeting time for further discussion. Confirm arrangements by letter or phone call.

- **Meet the work site staff in person.**
    - **Bring written material.** Some suggestions: business cards, fliers, letter of introduction, booklets, sales packet/portfolio, name tags, brochure, flip charts, agreement form, newsletters, letters from the high level school administrator.
    - **Practice professionalism.** When meeting with the employer, follow the same interview guidelines you teach your students. Know your material. Listen well. Utilize good communication skills. Respect the employer's time. Dress appropriately.
    - **Conduct the meeting in a place where interruptions are minimal.** Give a brief explanation of your program needs. Include information about type and age of students involved. Use the meeting to learn about the work site and the industry. Do more listening than talking. Allow time for questions from both sides.
    - **Emphasize the benefits of participation.** Benefits can fulfill needs or solve problems. Potential benefits for employers depend on the type of activity in which they participate. Some possible benefits to employers include access to motivated part-time personnel, reduction in training costs and pre-screening time, opportunities to observe possible candidates for full-time jobs, and, most importantly, the satisfaction of knowing that they are taking an active role in improving the community. Use persuasion skills to "sell" participation to work site staff.

- **Get the Commitment.** Ask for what you want—participation and support. Be honest and clear about your expectations. Employers do not like surprises.

- **Prepare and Sign Written Agreements Where Applicable**. Sample documents are included in the Parts V-VIII of this manual. Make sure that all involved parties understand program expectations and responsibilities. Employers appreciate having things spelled out. Structured work experiences (internships, apprenticeships, etc.) require formal training agreements signed by all parties. Less formal experiences (job shadows, informal observations) can use simple checklists or outlines.

- **Set up time(s) for students to participate.** For older students, setting up their own appointments and schedules can be a valuable part of the learning experience. Make sure that everyone who needs to—parents, employers, students—has correct information about when and where activities will take place.

- **Provide written material that spells out employer responsibilities.** Sample letters thanking the employer for agreeing to participate and outlining his/her role and suggested activities can be found in Parts V-VIII.

5. Recruiting Work Site Staff

Dedicated trainers and mentors are essential to successful student learning experiences at the work site. Department supervisors and staff may have misgivings about getting involved in a school-to-careers program, anticipating the demands placed on their time. Address their concerns while highlighting the personal and professional rewards of providing guidance and training to students. Some suggestions for recruiting workers:

- **Use peer-to-peer recruitment**. Build a cadre of staff who are committed to education and enlist their help in recruiting their peers. Prospective mentors and trainers will be more receptive to the school-to-careers concept when it comes from respected colleagues.

- **Encourage upper-level management to sell the program**. Secure CEO endorsement and enlist human resource development staff to make a presentation to department supervisors. This will send the message that the program is highly valued and integrated with the company's overall human resources strategy.

- **Address key questions and concerns**. Taking on the role of a mentor or trainer means changing the way department supervisors and staff do their work. Work with the CEO or human resources department to answer questions about job security, liability, and potential impact on productivity.

- **Clarify roles and responsibilities**. Mentors and trainers must commit significant time and energy to their student protegees. Clarifying roles and responsibilities, and the ways in which mentor participation supports the goals of the company, can help recruit work site staff to the program.

- **Build in support systems**. Mentors and trainers need orientation and support to work effectively with students and to structure quality work based learning experiences. A head mentor or work site coordinator can help manage the program at the work site.

- **Reward employees for their participation.** Formally recognize employees' participation in the program through newsletters, lunch table presentations, seminars and/or personal thank you letters.

6. Connecting Students With Work Sites

- **Establish an application process for purpose of matching**. This will help the work based learning coordinator learn about the student and make appropriate matches with work sites to ensure that the work based learning experience addresses the student's interests, needs and goals. Encourage employers to help students develop specific learning objectives that integrate classroom theory and knowledge with the skills and knowledge gained at the work site.

- **Match participants with work sites.** Site supervisors will want to participate in the selection of the students they will be working with, especially if they are providing a paid work based learning experience. They will want to select individuals who are compatible with their staff and work activities. Arrange student interviews with site supervisors, and allow them to select the students to be placed in their work sites whenever possible. Have students prepare resumes, applications and cover letters. Employers may request these materials prior to or during an interview. Ask the employer to provide job descriptions to ensure a successful match with students' skills.

- **Advise employers that you have pre-screened applicants and give the employer a copy of your criteria**. Design criteria as needed. Inform employers of students' strengths, such as reliability, good work habits, and skill level. Describe specific skills such as: "a student can keyboard on a Mac personal computer 40 WPM, but has not mastered spreadsheets or databases."

7. Follow-up

- **Call or visit with the student's site supervisor**. The amount of contact depends upon the type of activity. For activities that last less than a day, like job shadows or observations, a follow-up call or letter is usually appropriate. Longer activities such as mentoring, cooperative education placements, internships and practicums require ongoing contact between school and work site staff. A minimum of two contacts during a twelve week term is considered appropriate. If concerns or problems arise, more frequent contact may be necessary.

- **Use follow-up contacts to check on a range of issues**. Discuss student participation and progress to concerns or problems. Ask informal, open-ended questions to help elicit information from the site supervisor about the experience.

- **Send an evaluation form to be completed by the site supervisor**. Evaluation forms should focus on the student's participation as well as the employer's impression of the activity and how it could be improved. The student's evaluation can be included in his/her portfolio or as part of a written report.

- **Have student(s) send a thank you note to employer.** If necessary, provide students with a sample thank you letter. Encourage students to personalize their letters by highlighting at least one thing that they learned or enjoyed during the experience. Suggest that students ask permission to use the employer as a reference.

  Send a thank you from the school, as well. We all like to know that we are appreciated. Keep small note cards and envelopes on hand. A short, personal, hand-written note is often more valued than a letter or memo unless the letter can be placed in a personnel file. If it's not possible to write a personal note, at least send a form letter. It's great PR for next time.

  Other ways to say thanks.
  -Give certificates of appreciation
  -Conduct award to recognition ceremonies
  -Give small, inexpensive gifts such as pens or note pads with school/program name

- **Create an employer file.** Document all employers and the activities in which they've participated for future reference. Maintain a mailing list of organizations that are active in your program. This data base should also include the names of individual students who have worked with each organization. Recalling the experiences of past participants can be helpful when placing new students.

- **Stay in touch with employers**. They'll be more inclined to work with you if you have a good, ongoing relationship. Some ideas: encourage student(s) to write letters some time later explaining how the experience made a difference; publish a quarterly newsletter or one page flyer sharing student/employer activities.

C. DESIGNING MARKETING TOOLS

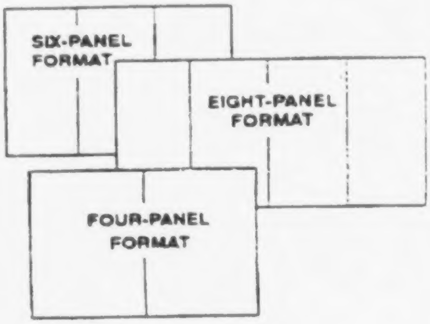
Communication is enhanced when materials are written and designed well. They do not have to be expensive. Attractive materials communicate a level of professionalism and help engage the reader in the message. The following materials provide guidelines for preparing brochures, newsletters and news releases. They were created by Steve Walter, Tri-County Technical College, Pendleton, SC, 803-646-8361 X2253., copyright 1994, and are published here with his permission.

1. Designing Effective Brochures

Your first step in developing an effective school-to-careers program brochure should be to ask for professional help with the writing and design if it is available. That help might come from the public information office of your local school district or from another partner in your coordinating council, perhaps. If no such resources are available, however, you can create an attractive, effective brochure yourself.

Determine early on how the brochure will be printed—by commercial printer or by the in-house duplication center of one of your partners. Talk to your printer early about your plans, and allow him to help you get the best results from whatever money you have available to spend.

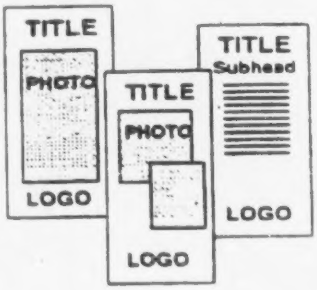
The greatest challenge in developing an effective brochure is to capture the reader's attention and create enough interest that he or she will open the cover and read on. Having accomplished that, you want to present the information inside in a way that will guide the reader through the text and help him or her locate information quickly.



Formats

Choose the format and size which best suit the purpose of your brochure. Format and size are often determined by the method of distribution. If it's going to be mailed with a cover letter, for instance, the brochure should be designed to fit inside a business envelope.

The most common brochure format is an 8 ½" by 11" sheet folded like a letter to create six vertical panels. Although the vertical format is most common, the same format can be printed horizontally. To gain more room for copy or illustrations, you may choose a slightly larger 8 ½" by 14" sheet containing eight panels. The brochure can be printed horizontally or vertically. Even larger formats can be used if brochures will be distributed by hand, displayed in literature racks, or mailed in oversized envelopes.



The Cover

Cover design is also dependent to some degree on your distribution method. If the brochure is to be displayed in a literature rack, the headline and other identifying information should be located so they will be visible.

Often the cover consists of a photograph or illustration and a large headline. Sometimes it includes a series of smaller illustrations instead of a large one, or no photographs or illustrations at all. Instead, the headline is the dominant visual element. Frequently a subhead is used to amplify the brochure's headline and lure the reader inside. Whatever else is on the cover, plan for it to include your program logo, or other identifying elements.

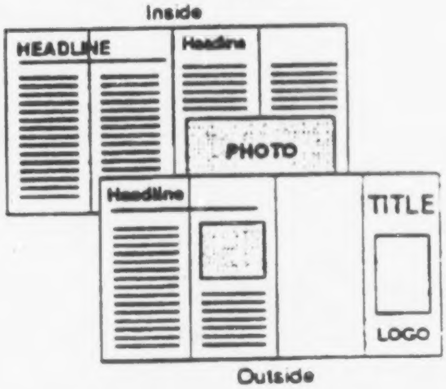
Layout Options

Your brochure can be arranged as a series of individual panels or as sets of side-by-side panels. Multi-panel "spreads" can add variety and interest to the entire layout, provide space for photographs or illustrations too large for a single panel, or emphasize a portion of your text. Just be sure not to disturb the publication's overall continuity.

Remember to correctly organize the sequence of information on the panels. Before beginning to "lay out" or locate information on the brochure, you should fold a blank sheet and create a "dummy" so you will know where each section should go.

Your brochure should be designed for easy left-to-right reading. The layout should make it easy for the reader to follow the central "thread" of the document and establish a hierarchy of importance for the content, reinforcing your message. (Since some readers may only scan the headlines and subheads, those should be written so as to communicate the gist of your message.)

Multi-panel Spreads

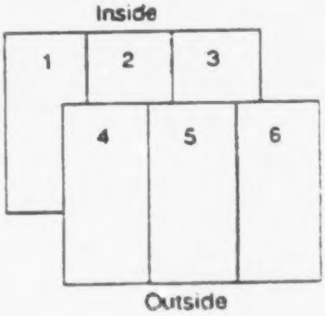


Type and Artwork

The text and white space are your brochure's most important design elements. Type should be clean and easy to read. Avoid elaborate typefaces that can overpower your message and inhibit quick reading.

Resist the temptation to crowd too much copy onto a page. Generous margins communicate to the reader that the content is well organized. Cut the copy if you have to in order to leave adequate margins.

Brochure Dummy



Checklist for Brochure Design

1. **Is the design and format appropriate for its method of distribution?**
2. **Does the front cover contain a headline or copy that invites the reader to read on?**
3. **Is there a smooth and logical development of ideas from the front to back covers?**
4. **Is there an attractive balance between text, illustrations, and white space?**

Steve Walter, Tri-County Technical College, Pendleton, SC 803-646-8361 X2253. Copyright 1994

2. Preparing New Releases

A news release is an effective, free way to reach the public. It can be submitted to newspapers, television and radio stations. While the use of your release may depend solely on the availability of time or space, you can improve your chances by choosing a topic which may have some impact on the community and by preparing an effective release. The illustrations below and on the next page show the elements of a well-prepared release:

NEWS **FROM YOUR SCHOOL/DISTRICT/COUNCIL**

Educators Attend School-to-Career
Marketing Seminar

CONTACT: (Name of person submitting the news release)

FOR IMMEDIATE RELEASE

WHO **WHERE**
NORTH PLATTE-- [Thirty six Nebraska educators] met [at the ____________________
WHEN **WHY**
School District office] [Monday, June 15, 199_] [to share experiences and learn
WHAT
more about marketing the new School-to-Careers programs.] [The "Promoting School-to-Career Programs" seminar] was one of many training activities conducted across the state which received funding support from the Nebraska Department of Economic Development's School-to-Careers's Office.

Local School-to-Careers practitioners conducting the program included Mrs. ______________, Program Director of the________ County Youth Apprenticeship Initiative, Mrs. _________, science teacher at ____________ High School, and Mr. __________, counselor at _____________ High School.

(more)

This release prepared by:
Name of STC Partnership
Address
City/State/Zip
Phone
FAX
E-mail address

Tips for a Successful News Release

- Send it to the correct person at the paper or station. If you don't know who that is, call and ask.
- Be brief and to the point. Two or three pages (double spaced) should be your limit. If they want more information they will call for an interview.
- Provide photographs if you have them. They may make your release more appealing to the public and more likely to be used. If you send photos, include captions for each.

NEWS FROM YOUR SCHOOL/DISTRICT/COUNCIL (cont.)

Participants included secondary and postsecondary faculty, staff and administrators from four School-to-Career partnerships in Columbus, Ogallala, Grand Island, and Scottsbluff. The participants also included educators from other parts of Nebraska

School-to-Careers is a national education reform movement which involves curriculum reform at both the secondary and postsecondary levels aimed at increasing the number of students who complete high school and go on to some postsecondary education.

3. Creating The Perfect Newsletter

Is there such a thing as a "perfect" newsletter? Probably not, but any publication that does a selling job for your program probably comes as close to "perfect" as is necessary. The points described below contain information appropriate to a wide variety of organizations interested in reaching a particular segment of the public. All of the points will not apply to every newsletter, and some of them should be ignored or reversed in special circumstances, but a checklist like this will help you cover all the necessary bases.

- Work for a special look. Use color, graphics, and innovative design. Emphasize photographs. Consider using a distinctive typeface in the title.
- Choose typefaces elsewhere for maximum readability. Most readership studies show that serif typefaces are easier to read than sans serif. (Serifs are the little "feet" on the letters. This typeface is serif.)
- Keep typefaces, spacing, type sizes, illustration styles and format consistent throughout.
- Use a three-column format for maximum flexibility and interest. One-column is hard to read, two columns can be monotonous.
- Stick to the same format in every issue and on every page.
- Choose a distinctive name, but don't be so clever that the purpose of your publication is obscured.
- Be brief. Space is not unlimited Use simple, readable sentences.
- Consider the advantages of starting several articles on the front page to keep readers from "dropping out."
- Keep a file of extra articles, quotes, or graphics to use as fillers in an emergency.
- Try to use information that will pique the interest of readers.
- Use wide margins. They make reading easier.
- Number the pages.
- Include your mailing address and phone number. Provide the name of a contact person; you never know where your newsletter may end up.
- Choose ink and paper colors carefully. Readability of type and photographs is best with black ink on white paper. What you gain in design, you can lose in readability.
- To save money, specify "pot" inks rather than PMS colors which have to be mixed by the printer.
- Use a calendar in each issue with special dates marked.
- Leave copies in the guidance office, the school library, and other appropriate places.
- Consider sending a cover letter with the newsletter to re-emphasize a special point or event.
- Mail a copy to all inquirers.
- Compare bulk rate postage vs. first class and choose the method most suitable for your purposes and circumstances.
- Consider designing the newsletter as a self-mailer instead of using an envelope. Will there be enclosures? Will the post office handle your mailing?
- Be clear about your budget. Determine all of your out-of-pocket expenses in advance. So there are no surprises.

BIBLIOGRAPHY

ACT Career Planning Program (CPP) Six Job Clusters American College Testing, 2201 North Dodge Street, Educational Services Division, Iowa City, IA 52243

A Guide to Work-Based Learning: Business and Industry Risk Management Plan, Michigan Department of Education, Office of Career and Technical Education, PO Box 30008, Lansing, MI 48910

Academies in Context, CORD Communication, Vol 3, No. 4, Aug/Step., 1997, PO Box 21206, Waco, TX 76702-1206, Phone: 817-772-8756

Career Academies Presentation, December 1997, GMS Partners, Inc., National Career Academy Coalition, 1122 Kersey Road, Silver Spring, MD 20902

Career Academies: Communities of Support for Students and Teachers—Emerging Findings from a 10-Site Evaluation. James J. Kemple, Manpower Demonstration Research Corporation, December 1997, MDRC, 16 East 34 Street, New York, NY 10016-4326

Career Opportunity Fair 1997, Beatrice Chamber of Commerce, 226 South 6th Street, Beatrice, NE 68310, Phone: 402-223-2338

Consensus Framework for Workplace Readiness, CCSSO Workplace Readiness Assessment Consortium, July 1995, Council of Chief State School Officers, One Massachusetts Avenue, N.W., Washington, D.C. 20001

Designing Marketing Tools. Steve Walter, Tri-County Technical College, Pendleton, SC, Phone: 803-646-8361 X2253, Copyright 1994

Developing and Implementing School-to-Work in South Carolina, South Carolina Department of Education, 1429 Senate Street, Columbia, SC 29201, Phone: 803-734-8492, Fax: 803-734-8624

Getting to Work: A Guide for Better Schools , MPR Associates, Inc., 2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704, Phone: 510-549-4551

Holland's Self-Directed Search (SDS) Six Personality Types, Psychological Assessment Resources, Inc., P.O. Box 998, Odessa, FL 33556

Nebraska Innovative School-to-Work Strategies 1997, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987, Phone: 402-471-0948

Opening Minds, Opening Doors: The Rebirth of American Education. CORD Communications, PO Box 21206,

Waco, TX 76702-1206, Phone: 817-772-8756

Oregon Work Based Learning Manual, March 1996, Lane Community College, Cooperative Education Department, 4000 East 30th Avenue, Eugene, OR 97405-0640, Phone: 541-726-2203, Fax: 541-744-4168

The School-to-Work Glossary of Terms, National School-to-Work Office, Washington, DC, July 1996

Teacher Externship Guide: Step-by-Step Procedures for Designing Externships, Boston Public Schools, 26 Court Street, Boston, MA 02108

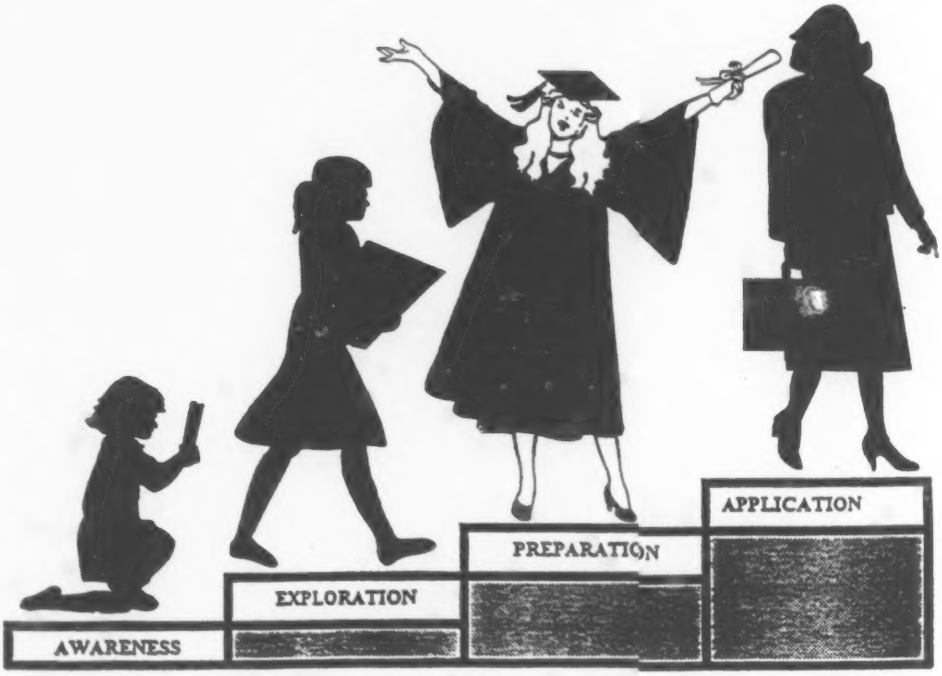
Workplace Learning Strategies Manual, Allan Hancock College, 800 S. College Drive, Santa Maria, CA 93454, Phone: 805-922-6966, EXT 3613

NEBRASKA

Work Based Learning Manual

PART IV

CAREER GUIDANCE AND COUNSELING GUIDE



NEBRASKA STATE DEPARTMENT OF EDUCATION

Kimberly J. Peterson	District 1	Lincoln
Ann Mactier	District 2	Omaha
Beverly J. Peterson	District 3	Oakland
Rick C. Savage	District 4	Omaha
Katherine Endacott	District 5	Pleasant Dale
Terry Loschen	District 6	Grand Island
Kathy Wilmont	District 7	Beaver City
Kathleen McCallister	District 8	Omaha

Douglas D. Christensen, Ph.D.
Commissioner of Education

NEBRASKA INDUSTRIAL COMPETITIVENESS ALLIANCE SCHOOL-TO-CAREERS COMMITTEE

Thomas Whalen, Chair	Silverstone Consulting, Inc.	Omaha
Dennis Baack	Nebraska Community College Association	Lincoln
Craig Broyhill	Broyhill Company	Dakota City
Dr. Doug Christensen	Nebraska Department of Education	Lincoln
Dr. Don Helmuth	University of Nebraska -Lincoln	Lincoln
Dr. Carroll Krause	Nebraska State College System	Lincoln
Maxine Moul	Nebraska Department of Economic Development	Lincoln
Jim Paladino	Omaha Joint Electrical Apprenticeship	Omaha
A.F. "Tony" Raimondo	Behlen Manufacturing	Columbus
Sandy Scofield	Nebraska Math and Science Coalition	Lincoln
Maureen Wenke	Wenke Manufacturing Company	Pender

The Nebraska Work Based Learning Manual was developed by the Nebraska Department of Education through funding provided by the Carl D. Perkins Vocational and Applied Technology Education Act, Grant #V048A1002700 and the School-to-Work Opportunities Act, Grant #9724441 with the State of Nebraska. It is the policy of Nebraska Departments of Education and Economic Development not to discriminate on the basis of sex, disability, race, color, religion, marital status, age or national or ethnic origin in its education programs, admissions policies, employment or other agency-administered programs.

Inquiries about the manual may be directed to: Carol Jurgens, Tech Prep Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE. 68509, 402-471-0948, cjurgens@nde4.nde.state.ne.us

6/98

Part IV - Career Guidance & Counseling Guide

TABLE OF CONTENTS

EXECUTIVE SUMMARY 1

A. CAREER GUIDANCE AND COUNSELING 3
- Introduction 3
- The Career Development Continuum 4
- Benefits of Career Counseling Programs 5
- Strategies For Getting the Entire Family Involved 6

B. CAREER PATHWAYS 7
- What Are Career Pathways? 7
- Career Development and the Concept of Career Pathways 7
- How Do Students Decide Which Career Pathway Best Fits Them? 7
- Benefits of Career Pathways 8
- How to Implement the Career Pathways Concept in a School District 9
- Examples of Career Path Groupings 11
- Connections Between High School Courses and Careers 14

C. CAREER PORTFOLIOS 15
- Introduction 15
- Advantages of Portfolios 16
- Documentation Methods 16
- Comprehensive Portfolios 18
- Implementation Strategies 19
- Monitoring/Maintaining/Updating 20

D. INDIVIDUAL CAREER PLANS (ICP) 21
- Introduction 21
- What is an Individualized Career Plan? 21
- How Does it Differ from a Career Portfolio 21
- Who Should Be Involved with the ICP? 21
- Career Planning Strategies 21
- Individualized Career Plan Recommended Content 22
- Sample ICP Form 23

E. INTERVENTION STRATEGIES 25
- Introduction 25
- WBL Option Interventions 26

F. ASSESSMENT 31
- Introduction 31
- Classroom Activities Supporting WBL Experiences 31
- Computerized Career Guidance and Assessment Tools 32
- Non-Computerized Career Guidance Tests and Inventories 32
- Assessment Strategies 33
- Resources 34

BIBLIOGRAPHY 35

Work Based Learning
CAREER GUIDANCE AND COUNSELING GUIDE

EXECUTIVE SUMMARY

No longer can our society afford to educate today's students for tomorrow's world in yesterday's schools. For our country to remain competitive in the global economy, our schools must help our youth gain strong academic and workplace skills. To remain effective as citizens, we must all become lifelong learners. Schools must continuously improve by fundamentally restructuring educational delivery and by significantly shifting the roles of their many constituents, including teachers, administrators, guidance counselors, students, parents, and community members.

Career development is too important to leave to chance -- and it doesn't "just happen." Consider the following:

- Two-thirds of the jobs created between now and the year 2000 will require education beyond the high school level. By the year 2000, 80% of all jobs will require education beyond high school, but more than 70% of all jobs will not require a four-year college degree.
- Projections for the future indicate a large demand for and an inadequate supply of skilled workers, as employment opportunities grow faster than the work force.
- The economic health and well-being of our citizens depends on encouraging everyone to complete a high school education and in providing useful career development information to all students.
- As employment continues to shift from the goods-producing sector of the economy to the service-producing sector, successful workers will need to communicate effectively, solve problems, use technologies, adapt to change, be drug-free, and work as team members.
- Today's workplace requires advanced technical skills and the ability to understand complex theories and processes in rapidly changing and emerging technologies.
- Students who receive career guidance and counseling services are better prepared for the workplace and recognize they are responsible for their own career development.

Making a career decision is different today than in the past. The following are myths about career decision-making that are not true today.

MYTHS	REALITIES
1. You need to decide for the rest of your life.	1. The average adult changes careers 3-5 times in his or her lifetime.
2. You need to decide on a specific occupation.	2. Exploration of career pathways and/or families of occupations, not specific jobs, is recommended.
3. There is a perfect career.	3. There are many excellent career choices for you, but each choice will probably have something about it that you wish was different. You need to choose a career that is a good fit, knowing that it probably won't be perfect.
4. Some careers are not open to you because of your race, color, national origin, gender, or age.	4. ALL careers are available to you.

A. CAREER GUIDANCE AND COUNSELING

Introduction

The transition of students from the school-based to the work-based environment is crucial to the ultimate goal of attaining productive employment and being contributing members of society. Career development plays a key role in an institution's comprehensive educational program.

Administrators, teachers, parents, counselors, and other student support service personnel will use a variety of inventions and provide a range of services to assist students with educational and career plans. Some of these interventions and services may require the skill and expertise of certified or licensed professionals; however, many interventions can be initiated by others. The counselor's role becomes one of change agent, not only for students but for the system as well.

The resulting career guidance and counseling program:

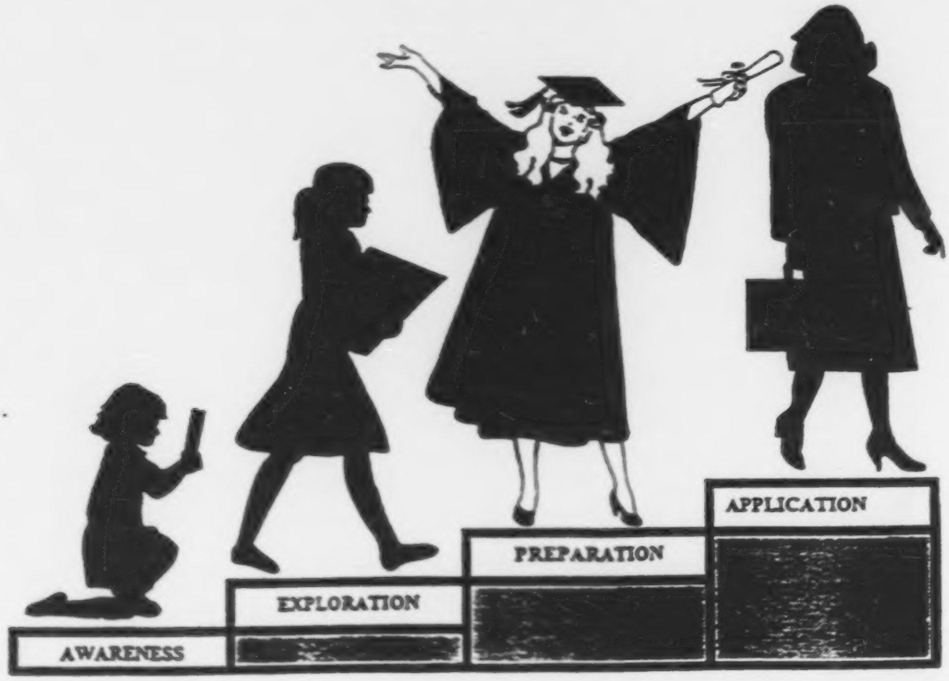
- Is identifiable but integrated with other programs within the institution.
- Enhances the career development knowledge, skills, and abilities of all students by establishing program standards.
- Uses coordinated activities designed to support student achievement of the standards.
- Supports the delivery of the program through qualified leadership; diversified staffing, adequate facilities, materials, and financial resources; and effective management.
- Is accountable, with evaluation that is based on program effectiveness in supporting student achievement of the career guidance and counseling standards.

Automated career information delivery systems (CIDS), career tabloids, and other career information resources must be incorporated into the career development process. Schools should make provisions to include adequate access to CIDS and other career information resources. Contact the Nebraska Career Information Systems for details on the Nebraska CIDS.

The National Career Development Guidelines (NCDG) initiative provides a nationally validated method for designing a comprehensive career guidance and counseling program. The guidelines form the career development framework which is supported by curricula documentation, information, training, and counseling.

The Career Development Continuum

The career development continuum suggests that career development should be a systemic process integrated into the educational program from the elementary level through the placement of the student into employment.



Definitions:

CAREER AWARENESS: Helping students understand the role of work, one's own uniqueness, and basic knowledge about clusters or groups of different occupations.

CAREER EXPLORATION: Helping students discover their individual interests, abilities, and needs in exploring jobs and how they fit into the world of work through hands-on exploration, career assessment, career videos, job shadowing, career mentoring, or actual job experience.

PLAN OF STUDY: A planned, coherent sequence of courses, four to six years in duration, leading to or supporting a career major.

PREPARATION & APPLICATION: Helping students acquire specific preparation including the development of entry-level occupationally specific skills, the application of academic theory into real situations, and the mastery of workplace basics. Preparation for the transition to further education, or the workplace or both, is essential in this stage.

SUCCESS IN WORKPLACE: Maintaining employability by demonstrating competence in problem solving, personal management, interpersonal skills, communication, teamwork, and transference of technical knowledge; by continually acquiring high-demand workplace skills; and by exhibiting innovation and flexibility.

Benefits of Career Counseling Programs

Comprehensive developmental career counseling programs positively impact students, parents, teachers, administrators, boards of education, other student services personnel, school counselors, business, and industry. The benefits to each of these groups include the following.

STUDENTS	1. Prepares students for the challenges of the 21st century through academic, career, and personal/social development. 2. Relates educational program to future success. 3. Facilitates career exploration and development. 4. Develops decision-making and problem solving skills. 5. Assists in acquiring knowledge of self and others. 6. Enhances personal development. 7. Assists in developing effective interpersonal relationship skills. 8. Broadens knowledge of our changing world. 9. Provides advocacy for students. 10. Encourages facilitative, co-operative peer interactions. 11. Fosters resiliency factors for students. 12. Assures equitable access to educational opportunities.
PARENTS	1. Prepares children for the challenges of the 21st century through academic, career, and personal/ social development. 2. Provides support for parents in advocating for their child's academic, career, and personal/social development. 3. Develops a system for their child's long-range planning and learning. 4. Increases opportunities for parent/school interaction. 5. Enables parents to access school and community resources.
TEACHERS	1. Provides an interdisciplinary team effort to address student needs and educational goals. 2. Provides skill development for teachers in classroom management, teaching effectiveness, management and teaching effectiveness. 3. Provides consultation to assist teachers in their guidance role.
ADMINISTRATORS	1. Integrates school counseling with the academic mission of the school. 2. Provides a program structure with specific content. 3. Assists administration to use school counselors effectively to enhance learning and development for all students. 4. Provides a means of evaluating school counseling programs.
BOARDS AND DEPARTMENTS OF EDUCATION	1. Provides rationale for implementing a comprehensive developmental counseling program in the school system. 2. Provides assurance that a quality counseling program is available to all students. 3. Demonstrates the necessity of appropriate levels of funding for implementation. 4. Supports appropriate credentialing and staffing. 5. Provides a basis for determining funding allocations for school counseling programs. 6. Furnishes program information to the community. 7. Gives ongoing information about student competencies and Standards for Excellence attained through school counseling program efforts.

Benefits of Career Counseling Programs

SCHOOL COUNSELORS	1. Provides a clearly defined role and function. 2. Eliminates non-counseling functions. 3. Provides direct service to all students. 4. Provides a tool for program management and accountability. 5. Enhances the role of the school counselor as a student advocate. 6. Ensures involvement in the academic mission of the school.
STUDENT SERVICES PERSONNEL	1. Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor. 2. Clarifies areas of overlapping responsibilities. 3. Fosters a positive team approach, which enhances cooperative working relationships.
BUSINESS AND INDUSTRY	1. Increases opportunities for business and industry to participate actively in the total school program. 2. Provides increased opportunity for collaboration among counselors, business, industry, and communities. 3. Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.
COMMUNITY	1. Provides an increased opportunity for collaboration and participation of community members with the school program. 2. Creates community awareness of the school counseling program. 3. Connects the community to the needs of the school and the school to the needs of the community. 4. Enhances economic development through quality preparation of students for the world of work.

Strategies for Getting the Entire Faculty Involved in Career Development Activities

1. Organize a school based Staff Development Team that provides training in successful teaching methods and strategies for academic applied courses.
2. Conduct a needs-assessment of the business and education community to promote school-wide improvement and the credibility needed for change to occur.
3. Develop several school-business partnerships within the community.
4. Provide a comprehensive list of community industries and businesses for teachers. Encourage them to invite guest speakers to discuss career information with students.
5. Conduct a Career Education Forum at least once a year to inform students, parents and teachers of the job opportunities and job skills required of businesses and industries within the community.
6. Develop a speakers bureau of faculty members willing to make presentations to community organizations and groups.
7. Provide opportunities for teachers to participate in business tours, summer apprenticeships and other workplace experiences where the parents of students work to see how academic competencies are applied in the workplace.
8. Assign a member of the staff to write articles for the local newspaper and radio station promoting school-to-careers activities for students.
9. Post throughout the building "positive" signs and bulletin boards to promote high expectations of all students.
10. Publish an annual school brochure that lists the success of your school programs and distribute it to all teachers, counselors, parents and businesses and industries throughout the community.

Source: Academies in Context, CORD Communications, Vol 3, No. 4, Aug/Sept. 1997

B. CAREER PATHWAYS

What Are Career Pathways?

Career pathways are clusters of occupations/careers that are grouped because many of the people in them share similar interests and strengths. All pathways include a variety of occupations that require different levels of education and training. Thus, career pathways provide a plan for ALL students regardless of their interests, abilities, talents, or desired levels of education. Selecting a career pathway provides students with an area of FOCUS, along with FLEXIBILITY and a VARIETY of ideas to pursue.

The career pathways concept also offers:

- A career development plan for all students, regardless of their interests, abilities, talents, or desired levels of education
- Basic skills for all students, regardless of the level of education or training that individuals choose to attain
- A variety of specific occupational choices, each requiring different levels of education and training
- Maximum flexibility in the career decision-making process, allowing students to move between pathways at any time without a gap or penalty, demonstrating that all pathways have equal dignity
- A way for students to discover the relevance of their selected school courses to actual occupations and careers, and to show improvement in their school performance.
- A career path decision can help students develop goals and dreams for their futures. Some students give low effort in school because they do not know where they fit or what their goals are.

Career Development and the Concept of Career Pathways

Career development includes the choice of specific career pathways and involves a series of educational and career decisions at critical points during one's growth from dependence to independence. Through a strong career guidance program, students gain the knowledge and skills needed to develop realistic career plans and to make the appropriate decisions to carry out these plans.

Student participation in a well-organized, well-planned career development component, which includes the concepts of career pathways, directly affects both readiness for employment and actual employability success: students' performance in school improves, involvement in school and community activities expands, decision-making skills strengthen, career preparation advances, and flexibility for meeting change increases.

Career pathways and career development inform students about and help prepare them for the world of work, postsecondary education, and the reality of lifelong learning for ALL careers. The goal includes preparing all students for any postsecondary opportunity that leads to high wage, high-skill careers.

How Do Students Decide Which Career Pathway Best Fits Them?

Making a career decision is a hard process that requires students to believe in themselves and to believe that their choices determine their future. It requires a desire to exert control over their future by deciding on a pathway and then making decisions that help them progress on that pathway. Career paths help students decide on a career path, not on a specific occupation. **Selecting a career path is not a lifetime commitment**; it is a place to begin focusing one's energies. As students take different courses and learn more about themselves and careers, they will probably change career paths. If different career paths become more interesting, the students can reevaluate plans, make appropriate decisions, and pursue other paths.

Students deciding on a career pathway will go through the following steps:

1. Awareness of self - identify interests, abilities, and talents.
2. Awareness and exploration of possible careers - consider the possible careers in each pathway in relationship to interests, abilities, and talents.
3. Decision - decide which career pathway seems to fit best.
4. Preparation - select courses that are related to the career pathway.

Benefits of Career Pathways

STUDENTS	♦ Career pathways provide a plan for all students, regardless of their interests, abilities, talents, or desired levels of education. All pathways have equal dignity. ♦ Career pathways provide all students with areas of FOCUS, along with FLEXIBILITY and a VARIETY of ideas to pursue, as they make decisions regarding course selection. ♦ Career paths provide course plans for students to follow. Students who have decided on career directions may be less likely to drop out of school and may be more apt to enroll in math, science, and higher level courses. ♦ Career pathways allow students to see a relevance to their selected school courses. Thus, students are more apt to do well in school. ♦ Career pathways help parents and other adults provide better assistance to students as they discuss careers and select courses.
PARENTS	♦ Learning is more relevant. Students are more excited and enthusiastic about school. ♦ Students explore a wider variety of educational and career options. ♦ Students leave school better prepared to enter the world of work and are more likely to get a good job sooner. ♦ Girls and minority students leave school better prepared to enter better paying careers. ♦ Students learn the value of lifelong learning to succeed in educational and career choices throughout life. ♦ Parents are more informed and equipped to provide career development assistance to their children.
EMPLOYERS	♦ Teaching and learning are aligned to the needs of the workplace. ♦ Qualified entry-level workers come prepared with strong basic skills and a full understanding of what work demands. ♦ A more diverse pool of entry-level workers is available. ♦ Community collaborations help show the link between school and work. ♦ Employers have found that the program has a motivating effect on their adult workforce. Employers have reported that (front-line) workers who serve as mentors and supervisors for young people often become more excited about their work, more diligent in their responsibilities, and more productive.
EDUCATORS	♦ Educators' careers are enriched through business internships and professional development. ♦ Students are more engaged and excited about learning. ♦ When exposed to non-traditional role models, students are encouraged to study a broader array of courses. ♦ More students go on to study at community colleges and four-year colleges. ♦ Students who enter the workforce immediately following high school start in higher skilled, high-wage jobs. ♦ Schools receive broad support for education from business, labor organizations, and parents. ♦ Career paths can be adopted in ANY size school system with MINIMAL costs.

How to Implement the Career Paths Concept in a School District

Sample Plan - Steps depend on school size and organization

1. Help school administrators understand and commit to the career paths concept by describing the benefits of adopting career paths. Presenting information to the school boards can also be beneficial. An area Tech Prep coordinator may be able to help with presentations.

   The summary of benefits for the career paths concept might include the following:
   - Career paths provide a plan for all students, regardless of their interests, abilities, talents, or desired levels of education.
   - Career paths allow students to see a relevance to their selected school courses. Thus, students who select career paths are more apt to do well in school and have fewer discipline problems.
   - Career paths can help reduce high school dropout rates by helping students focus on the future.
   - Career paths can be adopted at minimal cost by any school.

2. Organize a Career Paths Implementation Committee that represents administrators, counselors, faculty, and interested members of the community.
   - Discuss and identify how a career paths program can benefit students and the school.
   - Decide if the career paths concept is one the committee wants to support and implement.
   - Identify who needs to be informed of the program. It is important to get faculty input and commitment.
   - Develop a plan that outlines the program goals and time frame. Decide:
     -What steps need to be taken?
     -When do they need to be completed?
     -Who is going to complete them?
   - Establish a plan to present the information to:
     -Faculty and Staff
     -Students
     -Parents
     -Community
   - Develop or order the materials needed to give presentations. Items might include:
     -Copies of the "Exploring Career Paths" booklet
     -Posters
     -Transparencies

Presenting Career Paths to Targeted Audiences

Counselors

Conduct an in-service for all school counselors as follows:
- Have counselors review the career paths concept by looking at materials in this tool book and in the "Exploring Career Paths" booklet.
- Discuss the benefits of the program.
- Discuss the implementation strategies.
- Discuss the organization and possible color coding of career resource materials so that they correspond to the career paths concept.

Faculty and Staff

Make a 20-30 minute presentation to faculty and staff. (Refer to the sample career paths presentation in this section.) A representative from a school that has already adopted career paths may also be invited in to share information about that school's programs. Ask department chairs and/or faculty to determine how their courses fit into the career paths. Consistent criteria will have to be developed and applied to make the final decision about where courses fit. It may be wise to select one person or group of people to make the final choices. Materials that show the connection between courses and career paths can then be developed.

Students

Inform students about career paths through:

- Individual student conferences
- Classroom presentations by counselors or faculty
- Articles in the school newspaper
- Bulletin boards an displays of career paths posters
- Presentations and handouts at Back to School night
- Presentations at junior high/new student orientation meetings

Parents and other adults in the community

Enlighten involved adults through

- Letters and information sent to all households
- Articles in the school newsletter
- Articles in the local newspaper—request that a reporter come and learn about what you are doing with career paths and how it will benefit students
- Presentations at PTA meetings
- Presentations and handouts at Back to School night

Sample Career Paths Presentation

The following presentation has been developed to help career paths presenters answer common questions about career paths and make the following points:

- Career paths are for all students.
- A career decision should start with knowledge of self.
- There are many career choices for each person.
- The emphasis should be on deciding on a career path or career field, not on a specific occupational goal.
- A career decision helps students select and see a relevance to their courses.

Audience

With minor adaptations, this presentation could be used with school boards, counselors, faculty and staff, students and their families, or interested adults from the community.

Suggested Materials

- "Exploring Career Paths" booklets
- Transparencies and/or handouts of career paths information
- Career paths posters

Presentation Outline

1. Introduction: Overview of Career Paths
    A. What are career paths?
    - Career paths are clusters of occupations/careers that are grouped because many of the people in them share similar interests and strengths.
    - All paths include a variety of occupations that require different levels of education and training. All paths have equal dignity.
    - In this model, there are six career paths:
      -Arts and Communications
      -Business, Management, and Technology
      -Health Services
      -Human Services/Transportation
      -Industrial and Engineering Technology
      -Natural Resources/Agriculture

B. Who are career paths for?
  - All students
  - By selecting career paths, all students can prepare for the future, regardless of their interests, abilities, talents, or desired levels of education

C. How do career paths help students?
  - Career paths provide students with focus, along with flexibility and variety, when selecting courses.
  - Career paths allow students to see a relevance to their selected school courses. Thus, they are more apt to perform well in school.
  - Career paths provide course plans for students to follow. Students who have decided on career directions may be less likely to drop out of school and may be more apt to enroll in math, science, and higher level courses.
  - Career paths also can help students' select related activities and part-time jobs. They can guide students' participation in programs like School-to-Careers and Tech Prep, as well.

D. What if students change their minds?
  - A career path choice is not a permanent commitment.
  - As students have new experiences, they will decided on new career paths, they can discuss it with their counselors and adjust future course selections accordingly.

E. What steps are involved in making a career path decision?
  - Identify interests, abilities, and talents.
  - Consider the possible careers in each path in relationship to those interests, abilities, and talents.
  - Decide which career path seems to fit best.
  - Select courses that are related to the career path chosen.

F. How can parents and other interested adults help?
  - Help students identify interests, abilities, and talents by discussing strengths with them.
  - Share information about careers and work experiences.
  - Arrange for students to talk with people about careers that are of interest.

G. What are the career preparation choices beyond high school?
  - Work: on-the-job training and apprenticeships
  - Schools and Programs: vocational/technical schools, community/junior colleges, colleges/universities, Job Corps
  - Military: skill training and financial assistance for college

Examples of Career Path Groupings

1. Career Paths/ACT Plan

The following example shows how the ACT Plan career groupings fit with career paths. Career path titles are bolded; corresponding ACT Plan career groupings are listed below each title.

Arts and Communication
Applied Arts (Visual)
Creative/Performing Arts
Applied Arts (Written & Spoken)

Business, Management, and Technology
Marketing & Sales
Management & Planning
Records & Communications
Financial Transactions
Storage & Dispatching
Business Machine/Computer Operation

Health Services
Medical Specialties
General Health Care

Human Services/Transportation
Education & Related Services
Social & Government Services
Personal/Customer Services
Vehicle Operation
Crafts & Related Services
Social Services

Industrial and Engineering Technology
Vehicle Operation & Repair
Construction & Maintenance
Home/Business Equipment Repair
Industrial Equipment Operation & Repair
Engineering & Related Technologies

Natural Resources/Agriculture
Agriculture & Natural Resources
Natural Sciences & Mathematics

ACT Career Planning Program (CPP) Six Job Clusters
American College Testing, 2201 North Dodge Street
Educational Services Division, Iowa City, IA 52243

2. Career Paths/Holland Codes

The following example shows how the career paths fit with the Holland Codes from John Holland's Self- Directed Search. Career paths titles are bolded; corresponding Holland Codes are listed below each title. While these codes match most of the occupations in the given career paths areas, some occupations in each path may be exceptions.

Arts and Communications
Artistic

Business, Management, and Technology
Enterprising
Conventional

Health Services
Investigative
Social

Human Services/Transportation
Social

Industrial and Engineering Technology
Realistic

Natural Resources/Agriculture
Realistic
Investigative

Holland's Self-Directed Search (SDS) Six Personality Types
Psychological Assessment Resources, Inc., PO Box 998
Odessa, FL 33556

The courses you select in high school will affect what you can do after high school. Look at the charts below and think about the connection between school and work. Many courses are needed for daily living activities even though they are not directly related to a career. The chart provides a few examples of the many jobs that require these skills.

Connections Between High School Courses and Careers

MATH REQUIREMENTS

Advanced levels of math theory are required for the following jobs	**Applying math skills is important in the following jobs.**	**Practical "shop" mathematics is needed for the following jobs.**	**Arithmetic is important in the following jobs.**
Actuaries Agricultural and Good Scientists Architects Biological Scientists Chemists Computer System Analysts Economists (theoreticians) Engineers Foresters and Conservation Scientists Geologists, Geophysicists, and Oceanographers Mathematicians Mathematics Teachers (secondary school and college) Operations Research Analysts Physicists and Astronomers Statisticians	Accountants and Auditors Aircraft Pilots/Flight Engineers Air Traffic Controllers Computer Programmers Cost Estimators Dentists Drafters Economists (applied) Electrical and Electronic Technicians Engineering Technicians Financial Managers Insurance Sales Workers Landscape Architects Management Analysts and Consultants Optometrists Pharmacists Physical and Life Science Technologists Technicians Physicians Psychologists Real Estate Agents and Brokers Securities and Financial Services Sales Workers Sociologists Surveyors Tax Examiners, Collectors, and Revenue Agents Underwriters Urban and Regional Planners Veterinarians	Automobile Mechanics Bricklayers and Stonemasons Broadcast Technicians Carpenters Construction Inspectors Electrical and Electronic Equipment Repairers Electricians Industrial Machinery Mechanics Inspectors, Testers, and Graders Jewelers Layout Workers Machinists Mechanics and Installers Metalworking and Plastic-working Machine Operators Millwrights Numerical Control Machine Tool Operators Ophthalmic Laboratory Technicians Plumbers, Pipefitters, and Steamfitters Precision Instrument Repairers Sheet Metal Workers Shipfitters Structured Metal Workers Tool-and-Die Makers Numerical Control Tool Programmers Welders and Cutters	Bank Tellers Billing, Cost, and Rate Clerks Bookkeeping and Accounting and Auditing Clerks Brokerage Clerks Cashiers Counter and Rental Clerks Insurance Claims and Policy Processing Clerks Loan and Credit Clerks Mail Carriers New Account Clerks, Banking Order clerks Payroll and Timekeeping Clerks Reservation and Transportation Ticket Agents and Travel Clerks Sales Counter Clerks Statement Clerks Statistical Clerks Stock and Inventory Clerks Traffic, Shipping, and Receiving Clerks Weighers, Measurers, and Checkers

SOCIAL STUDIES REQUIREMENTS

Many jobs require you to understand how social groups and cultures work. Workers in the social sciences usually specialize in one of these social studies areas: Anthropology, Geography, History, Political Science, Psychology, and Sociology. Most jobs in the social sciences require a bachelor's degree. Jobs that require social studies knowledge are:

Anthropologists
Archaeologists
Ethnologists
Economists
Stockbrokers
Accountants
Resource Management Specialists
Market Research Analysts
Purchasing Agents
Real Estate Agents/Brokers
Securities and Financial Services Salespersons
Underwriters
Geographers
Climatologists
Urban Planners
Land Use Technicians
Historians
Archivists
Curators
Biographers
Genealogists
Librarians
Public Administrators
Political Scientists
Lawyers
Reporters and Correspondents
Research Analysts
Foreign Service Officer
Community Planning Specialists
Psychiatrists
Psychologists
Advertising Agents
Public Relations Specialists
Publicity Writers
Community Organizers
Career Planning Counselors
Rehabilitation Counselors
Social Workers
Parole Officers
School Counselors
Psychiatric Nurses
Sociologists
Family Relations Specialists
Hospital Administrators
Recreation Therapists
Psychiatric Social Workers
Health Policy Planners
Industrial Managers
Arbitrators
Demographers
Clergy
Teachers, all levels

Connections Between High School Courses and Careers

ENGLISH REQUIREMENTS

Advanced writing & speaking skills are required for the following jobs.

Announcers
Newscasters
Counselors (all fields)
Clergy
Lawyers/Judges
Librarians
Management Analysts
Producers/Directors/Actors
Proofreaders
Public Relations Specialists
Reporters & Correspondents
Speech Pathologists
Teachers (all levels)
Translators & Interpreters
Writers/Editors/Technical Writers
Architects
Computer Programmers/Systems Analysts
Educational Administrators
Research Workers
Urban & Regional Planners
Sociologists
Social Workers

Good writing and speaking skills are required for the following jobs.

Engineers (all fields)
Agricultural Scientists
Salespeople (all fields)
Compositors & Typesetters
Computer Service Technicians
Court Reporters
Dentists
Employment Interviewers
Flight Attendants
Food Service Managers
Funeral Directors
Geologists & Geophysicists
Hotel/Motel Managers & Assistants
Insurance Agents
Clerical Supervisors
Legal Assistants
Medical Assistants
Medical Records Technicians
Optometrists
Physicians
Teacher's Aides
Travel Agents

Practical use of good spoken & written English is required for the following jobs.

Bellhop/Bell Captain
Blue Collar Workers & Supervisors
Counter & Rental Clerks
Dental Hygienists
Food & Beverage Service Workers
Home Health Aides
Receptionists
Information Clerks
Secretaries
Optometric Assistants
Police Officers
Postal Clerks
Social Service Aides

SCIENCE REQUIREMENTS

Advanced levels of science are required for the following

Agricultural and Food Scientists
Architects, including Landscape Architects
Biological Scientists
Chemists
Chiropractors
Curators, Archivists, Museum Technicians,
Dentists
Dietitians and Nutritionists
Engineers (all specialties)
Farm and Home Management Advisors
Foresters and Conservation Scientists
Geologists, Geophysicists, and Oceanographers
Medical Laboratory Technologists
Meteorologists
Occupational Therapists
Optometrists
Pharmacists
Physical Therapists/Physical Assistants
Physicians
Podiatrists
Recreational Therapists
Registered Nurses
Speech Pathologists and Audiologists
Teachers, secondary and college

Applying science skills is important in the following jobs.

Aircraft Pilots and Flight Engineers
Broadcast Technicians
Dental Hygienists
Dental Laboratory Technicians
Dietetic Technicians
Electrocardiograph Technicians
Electroencephalographic Technicians
Emergency Medical Technicians
Engineering Technicians (all specialties)
Licensed Practical Nurses
Medical and Clinical Laboratory Technicians
Medical Records Technicians
Nuclear Medicine Technologists
Occupational therapy Assistants
Opticians, Dispensing and Measuring
Physical and Correctional Therapy Assistants
Physical and Life Science Technicians
Radiologic Technicians
Radiologic Technicians
Radio Operators
Ship Engineers
Surgical Engineers
Surveyors

Practical knowledge of science is required for the following jobs.

Animal Caretakers
Bakers, Manufacturing
Butchers and Meatcutters
Chemical Equipment Controllers
Chemical Plant Operators
Cosmetologists
Electrobiomedical Equipment Repairers
Electricians
Farmers, Farm Operators, and Managers
Firefighters
Foundry Mold and Core Makers
Gardeners and Groundskeepers
Lithography/Photo Engraving Workers
Machinists
Mechanics, Installers, and Repairers
Nursing Aides, Orderlies, and Attendants
Occupational Therapy Assistants
Pharmacy Assistants
Photographic Process Workers
Physical & Correctional Therapy Assistants
Plumbers, Pipefitters, and Steamfitters
Precision Instrument Repairers
Printing Press Operators
Riggers
Tool-and-Die Makers
Water & Waste Treatment Plant Operators
Welders and Cutters

Source: *Career Choices User's Guide*, North Carolina Occupational Information Coordinating Committee

C. CAREER PORTFOLIOS

Introduction

The portfolio is a collection of students' work that focuses on education, self-development, and career information as it relates to short- and long-term planning. It consists of a personalized sequential career planning journal that is designed to guide students through the career development process and to help them relate their education to career interests and aptitudes as they progress through school and beyond.

Educators are excited about the portfolio concept because it details the level of achievements and broadens the assessment of student work. Portfolio is an instrument to provide more than a letter grade by detailing strengths and weaknesses and by allowing for a checklist of competencies and skills. The portfolio is also a place to organize all the things we know and want to know about students outside the academic world, i.e., personal skills and planning, attendance, career development, and community involvement.

Ultimately, the career portfolio should reveal information about the student's progress throughout the career development process and show the student's progress toward reaching his or her goals.

Rationale. Supporting rationale statements for the portfolio are:

- The personalized portfolio helps students take responsibility for and have ownership of their career decisions.
- The portfolio serves to educate students about the many facets of career decision making, while serving as a repository for their work.
- The comprehensiveness of the portfolio requires that students use higher-level analysis, synthesis, and evaluation skills.
- Students often need a tangible means of seeing their progress and direction.
- The purpose of the portfolio's sequential planning activities are for better linkage of education to future career plans.
- The portfolio allows for a variety of activities, procedures, products, and opportunities, which contribute to a better understanding of "the big picture".
- Many large companies are now requesting transcripts and portfolios for documentation of work-based learning skills when hiring employees.

Purpose. The purpose of the portfolio is to:

- establish expectations
- record student competencies
- better organize and recognize all student achievement
- recognize every student for his/her successes

Uses. Portfolios can be used as:

- Tools for discussion with peers and instructors
- Opportunities for students to demonstrate their skills and understanding
- Opportunities for students to reflect on their work
- Chances to set future goals
- Documentation of students' development and growth in ability, attitudes, and expression
- Demonstration of different learning styles, multiple intelligence, cultural diversity
- Chances for students to make critical choices about what they select for their portfolio

Advantages of Portfolios

For Students

- Provides a vehicle or process for integrating various aspects and abilities
- Enables students to see evidence of their strengths and abilities.
- Builds students' self-image/gives them a sense of accomplishment
- Clarifies career options
- Promotes better educational and career planning through written career plans and career maps
- Provides for a smoother transition from school to work or postsecondary education
- Assists in school transfers
- Provides an opportunity for students to showcase achievements and awards
- Contributes to students' understanding of the "big picture" and the connections between education and career goals/choices

For School Systems

- Aligns the school with national models of excellence
- Assists counselors and teachers in the advising process with students
- Offers a vehicle for articulation between institutions
- Validates the PreK-12 Comprehensive Guidance model
- Assists counselors and teachers in developing students' career awareness, exploration, and planning

For the Community

- Helps prepare students for the workforce
- Identifies parents, employers, and other community members as influential players in the career development process
- Enables students to showcase tangible evidence of their skills, accomplishments, and perspectives toward the job search
- Addresses the need for more positive work attitudes

Documentation Methods

Career portfolios include writing samples, records of job interviews conducted, career stories read, career papers written, videotapes of job interviews, sample work assessment reports, and notes by students as they reflect upon a range of experiences in the career area. The following methods of documenting portfolio activities are frequently used.

ACADEMIC ACHIEVEMENTS. This could include any sort of honor roll listings, advanced standing or transcripted credit certificates, youth apprenticeship awards, or activities in which the student has been involved.

ATTENDANCE. This could include the attendance data from the student's record at the high school, middle/junior high, and/or elementary school.

CAREER INTEREST AND APTITUDES. This could include career interest inventories and aptitude results from assessments or classroom activities.

CAREER PLANS. This section could include the student's annual written career plan and/or 4- to 5- year course sequences, as identified in career maps.

COMMUNITY SERVICE. This could highlight any service the student has done for the community, religious organization, or school, and has not received remuneration for that service.

COVER LETTERS. This could include samples written by the student for real job searches and/or classroom experiences or assignments.

DEMONSTRATION OF WRITING SKILLS. This could include writing samples.

EMPLOYMENT DIPLOMA ENDORSEMENTS. This could include information or competencies of diploma endorsements, if they are utilized by the local high school.

EXAMPLES OF PROJECTS. This could include any sort of project, pictures, photographs, objects, or activities in which the student has been involved individually or as a team member or leader. It also could include research papers or examples of any sort of project or activity done in school or out of school.

EXCEPTIONAL SKILLS. This could include any skills that the student, parent, or faculty deem exceptional for that student.

EXTRA-CURRICULAR ACTIVITIES. This could include traditional school activities (e.g. sports, music, drama, art, yearbook, peer helper), or other outside activities (e.g. community theater, Junior Achievement, Boy Scouts, Girl Scouts.)

FINE ARTS. This could include a listing of specific fine arts activities or pieces of work done by the students (e.g. drawing newspaper).

HEALTH RECORDS. This could be included, if students choose to do so. There may be legal implications to consider.

JOB RECORD. This could include a listing of any jobs the student has held and letters of reference or commendation.

LETTERS OF RECOMMENDATION. This could include any letter of recommendation a student has received from teachers, employers, community members or friends.

PARENT INVOLVEMENT. This could include a supportive statement from the parents stating that their child has been involved in career planning for postsecondary education and work.

PERSONAL STATEMENT. This could include a supportive statement from the parents stating that their child has been involved in career planning for postsecondary education and work.

RESUMES. This could include personal information about the student (e.g. address, phone, height, weight)

SCHOOL PROFILE. This could include an informational profile of the school district and high school the student is attending, which might be helpful background information for employers or postsecondary institutions.

STUDENT AWARDS AND RECOGNITION. These items could include any in-school or out-of-school awards or recognition the student has received. It might also include specialized licenses or certifications (child care provider, commercial driver's license, etc.)

TEST SCORES. This could include a variety of assessments (e.g. SCAT, ACT, ASVAB, PSAT).

TRANSCRIPTS. This could include transcripts from the high school or other colleges that the student is attending (e.g. postsecondary options).

WORK BASEDLEARNING. This could include information on coop or job shadowing experiences, youth apprenticeships, career day involvement, of Education of Employment activities.

Comprehensive Portfolios

Organization. Portfolios can be a file, folder, an artist's folder (portfolio container), a binder with dividers, box, a book, a computer disk, portable file holder, accordion folder or any other summary of student skills, achievement or proficiency. A comprehensive portfolio should contain the following:

- Creative cover
- Table of contents
- Contents
- Comments about each item telling why it was selected and how the student feels about it
- Self assessment by the student
- Comments, feedback, and encouragement

Contents. There are four sections within the content of the portfolio:

- Self-Knowledge is considered fundamental to any decision-making because of the unique blend of interests, aptitudes, traits, backgrounds, and personal styles that individuals bring to the career development process.
- The Life Roles section is one of the unique features of the Personal Planning Portfolio in that it highlights the cultural and social influences that have such a strong impact on people's lives. By showcasing the significance of one's cultural heritage, lifestyle, and leisure time pursuits, as well as the influences of stereotyping and interpersonal relationships, students are challenged to explore factors that may limit or enhance their life choices.
- Educational Development encourages students to both understand their own educational learning needs and academic progress and to assume responsibility for educational training that is personally meaningful.
- In the Career Exploration & Planning section, students explore various occupations as well as a process for making career decisions.

Sample Plan for an Elementary/Junior High Student Portfolio

Objective

To provide a historical document of the uniqueness of the individual.

Academic

A. Grade reports
B. Standardized Test Results
C. School awards (attendance, physical education)

Scholarly Work

A. Samples of work completed, dated
B. Programs performed in

Extra Curricula Activities

A. Girl Scouts
B. 4-H Club
C. DECA

Service Learning Projects/Participation

Miscellaneous

Other activities or projects that distinguish the student

Samples of Student's

paintings
letters
handwriting
drawings
lists
use of numbers
stories
signs

Implementation Strategies

Getting Started. Schools interested in implementing the portfolio program should begin by:

- Obtaining commitment from the school board and administration
- Providing inservice programs for administration and staff.
- Ensuring that the principal leads the implementation
- Ensuring that the counselor becomes a facilitator
- Connecting portfolio elements with the school guidance and counseling program.
- Integrating portfolio activities with the K-12 instructional program
- Requiring all students to meet standards at each level in the development of their career portfolios
- Conducting formative and summative evaluation
- Maintaining open communications with the school board, central office, students, parents, staff and community.

Issues to Consider

- Storage and establishing a file for each student
- Determining what the contents should be
- Establishing a filing system
- Sorting samples and selecting papers
- Showcasing examples of work from the portfolio
- Using the contents to assess progress or to demonstrate achievement
- Planning the system for the entire school year

Develop a Long Term Plan: Sample Portfolio Process	
TERM 1	♦ All instructors in lst quarter classes will assist students in selecting a portfolio piece for that particular course. ♦ In the Career Development course, instructors will introduce the purpose and the process of gathering items for the portfolio. ♦ Instructors sign off on students' Inventory Summary Form.
TERM 2	♦ Admissions representatives meet with each of the students they enrolled who are in their second term. ♦ Students will explain to the representative what they have included in their folders. This will provide the students with their first practice at using portfolio pieces to explain what they can do. ♦ All instructors are implementing portfolio pieces in all their classes. Instructors sign off on students' Inventory Summary form.
TERM 3	♦ Admissions representatives meet with each of the students they enrolled who were missed in their second term. ♦ All instructors are implementing portfolio pieces in all their classes. ♦ Instructors sign off on students' Inventory Summary form.
TERM 4	♦ Students bring portfolio to 4th term advising session. ♦ Students complete lessons learned form with an advisor. ♦ All instructors are implementing portfolio pieces in all their classes. ♦ Instructors sign off on students' Inventory Summary form.
TERM 5	♦ Students will select portfolio items in their Career Management class for presentation during the mock interview. Feedback concerning quality of selected items provided by the appropriate academic staff. ♦ All instructors are implementing portfolio pieces in all their classes. ♦ Instructors sign off on students' Inventory Summary forms.
TERM 6	♦ In the Externship or Management Decision Making course students will finalize portfolio item selection. ♦ Instructors of the courses mentioned above, as well as Career Services staff, will advise students in this final step. ♦ All instructors are implementing portfolio pieces in all their classes. ♦ Instructors sign off on students' Inventory Summary form.

Monitoring/Maintaining/Updating

Keeping track of the portfolio is a joint responsibility of the school and the student, but ultimately, the breadth and depth of the portfolio depends on the effort of the student.

Some schools may decide to have a special class or short period of the day for computer access. Some schools may use the home room period for writing, counseling and entering. Some may allow teachers to access information from a computer on the teacher's desk. Every classroom may become a place to keep track of achievement.

The student takes his/her portfolio upon leaving or upon graduation. Some school districts offer a computer disk with some information on it. This is a permanent record, and naturally, all laws regarding confidentiality still apply.

D. INDIVIDUALIZED CAREER PLANS

Introduction

Career planning - an essential component of career development - is critical in helping students make appropriate career, educational and occupational choices. The core of the career planning process is the development and implementation of a formal, individualized, comprehensive, written career plan. The Individualized Career Plan (ICP) becomes a means for a student to reflect on and examine important areas of life development and the value of education to one's future life style and career choices.

What Is an Individualized Career Plan (ICP)?

An individualized career plan is a formalized written plan that fits the student's unique, specific needs. It takes into account the student's goals, interests, and preferences and relates their learning experiences to career goals. The plan is designed to facilitate the transition of the student from high school to future learning or employment. It should be a comprehensive document based on both formal and informal assessment of the individual. The ICP should also include the areas in which the student most needs to increase his or her knowledge and skills in order to reach the identified goal.

How Does an ICP Differ from a Career Portfolio?

The ICP differs from a career portfolio. A career portfolio contains a more detailed documentation of the student's progress that includes work samples, certificates of completion including competencies mastered, and other indicators of actual work.

Who Should Be Involved with the ICP?

While career counselors will probably coordinate career planning in most schools, teachers, administrators, and parents should be a part of a collaborative effort to assist students in achieving a successful life. They must all participate in each step of the students' career planning. By working together they can accomplish more.

Career Planning Strategies

A well-designed ICP entails specific, systematic, and formal planning. The National Occupational Information Coordinating Committee (NOICC) recommends an integrated approach to comprehensive career counseling utilizing the following strategies.

OUTREACH	Inform parents and students of educational, career, and occupational opportunities and introduce the concept of ICP development. Present current labor market trends and statistics and relate these to future career decisions.
STUDENT ASSESSMENT	Determine abilities, interests, aptitudes, and preferences related to postsecondary life and immediate employment. Use formal (e.g., COPS, CAPS, ASVAB) and informal measures (e.g.,observations in class and workplace, anecdotal records, interviews with parents and the student) during the assessment.
PARENTAL INVOLVEMENT	Seek active participation of parents and guardians during the career planning process. Invite parents to attend career planning meetings and provide samples of student's work. Alleviate parental concerns about their child's future by orienting them with (a) employment alternative, (b) community agencies, and (c) financial aid info. Clarify parents' roles in the planning process.
INTRA- & INTER-AGENCY COLLABORATION	Solicit support of professionals and community agencies that can provide students with services and assistance. Involve appropriate agencies in joint planning that affect the student's future.
IMPLEMENTATION	Make sure that the ICP for each student reflects agreements made during the career planning process. Provide services and activities the student needs to achieve desired outcomes.
EVALUATION	Evaluate student's progress annually and make appropriate modifications to ICP.

Individualized Career Plan (ICP) Recommended Content	
PERSONAL DATA	Student's name, birth date, address, social security number or student identification number, middle grade or high school level, and telephone numbers are essential information.
CAREER AND EDUCATIONAL GOALS	This section contains a statement of the tentative career and educational goals of the student. Results from aptitude, career interests, and other relevant assessment instruments as well as the student's extra-curricular activities can guide the setting of goals. Career goals must be outcome-oriented and flexible based on changing student preferences.
ASSESSMENT INFORMATION	Data about the student's career interests, educational and vocational aptitudes, achievements, and special needs are reported in this section to provide counselors, transition specialists, and vocational educators baseline information. Assessment information is key in matching careers with the student's abilities, interests, and preferences.
HIGH SCHOOL COURSE PLAN	Courses required for graduation as well as those that will lead to the achievement of the student's post high school career and educational goals must be determined. Establish a clear understanding of academic areas where the student is progressing and any areas where the student is not making adequate progress.
EMPLOYMENT HISTORY	This part reflects the student's work experience. This can include employment (paid and unpaid) gained through internships, apprenticeships, or part-time work. List employer's name and address, type of work, and dates of employment.
CAREER DEVELOPMENT ACTIVITIES	Examples of career-related activities that can help the student develop an unbiased perspective and self-confidence include: exploring occupational and educational options, investigating job requirements, writing resumes and letters of application, filling out application forms, participating in mock interviews, completing assignments in an accurate and timely manner, and communicating effectively with others.

National Center for Research in Vocational Education
University of California, Berkeley, Office of Student Services

SAMPLE

Individualized Career Plan

Page 1 of 2

PERSONAL DATA

Last Name	First Name	M.I.	Date of Birth

Address ____ Student I.D. Number ____

City ____ State ____ Zip ____ Social Security Number ____

Projected Graduation Date ____ Home Phone Number ____

CAREER/EDUCATIONAL GOAL(S)

9th Grade	10th Grade	11th Grade	12th Grade
Career Goal/s	*Career Goal/s*	*Career Goal/s*	*Career Goal/s*
Educational Goal/s	*Educational Goal/s*	*Educational Goal/s*	*Educational Goal/s*

ASSESSMENT DATA

	Name of Test/Inventory	Date Administered	Results
ACHIEVEMENT			
APTITUDES			
VOCATIONAL			
LEARNING STYLES			
CAREER INTERESTS			
OTHER TESTS			

PSAT: V ____ M ____ ACT Composite Score: ____ Date Taken: ____

TENTATIVE HIGH SCHOOL COURSE PLAN

9th Grade		10th Grade		11th Grade		12th Grade	
Courses	Credit	Courses	Credit	Courses	Credit	Courses	Credit
Total Credits		Total Credits		Total Credits		Total Credits	
Student's Signature	Date	Student's Signature	Date	Student's Signature	Date	Student's Signature	Date
Comments:		Comments:		Comments:		Comments:	

INTERESTS

Grade	School Activities (clubs, organizations, sports, committees)	Community Activities (clubs, committees, organizations)	Interests/Hobbies
9th			
10th			
11th			
12th			

EMPLOYMENT HISTORY

Employer & Address	Dates Employed	Type of Work & Responsibilities	Comments

CAREER PREPARATION ACTIVITIES

To prepare for my career, I need to . . . . .

☐ Determine a Career Pathway
Area of Interest: ____________________

☐ Learn how to market my experiences and abilities. (resume writing, letter of application writing, thank you letter writing, interview)

☐ Pursue an on-the-job training program. (Bureau of Apprenticeship, Job Fair, Job Placement Counselor)
Training Desired: ____________________

☐ Enlist in the military service. (ASVAB, ROTC, recruiter visit)
Area of Interest: ____________________

☐ Attend a trade, technical, or vocational school. (vocational college, fair, school visits, financial aid)
Area of study: ____________________
School/s Considered: ____________________

☐ Go to work full-time. (job fair, shadowing, job placement counselor)
Type of work: ____________________

☐ Attend a two-year college to prepare for work. (articulation agreement/s, vocational college fair , school visits)
Area of study: ____________________
School/s Considered: ____________________

☐ Enroll in a four-year college. (PSAT, ACT, SAT, achievement tests, financial aid application, college fair)
Area of study: ____________________
School/s Considered: ____________________

VOCATIONAL TRAINING

Name of Courses/Program

Agriculture ____________________
Business Education ____________________
Family Consumer Science ____________________
Health Occupations ____________________
Industrial Technology ____________________
Marketing ____________________
Trade & Industrial Occupations ____________________
YouthWorks (JTPA) ____________________

FUTURE PLANS (AFTER HIGH SCHOOL)

Employment

- ☐ Full-Time Job
- ☐ Part-Time
- ☐ Military
- ☐ Other ____________________

Education

- ☐ Vocational/Technical Training
- ☐ Apprenticeship
- ☐ On-The-Job Training
- ☐ Community College - 2 year
- ☐ University - 4 year
- ☐ Other ____________________

REFERENCES

Name	Address	Phone

E. INTERVENTION STRATEGIES

Introduction

Since the transition of students from the school site to the work site environment is so crucial to the ultimate goal—success in the workplace—the provision of work based learning options should be an important aspect of any student development program. The interventions provided in this guide offer interested and committed stakeholders avenues for involvement in the student development program.

Definition. Intervention is a task, activity, or service initiated and performed by one or more of the stakeholders in the student development program. This task, activity, or service would facilitate the accomplishment of a student development program goal in general or a student-outcome objective in particular.

- **Student Interventions**:
  -Classroom guidance
  -Small/Large group guidance
  -Teachers-as-advisors program (TAP)
  -Career exploration program
  -Family counseling
  -Parent education groups
  -Mentoring
  -Individual counseling/tutoring
  -Consultation
  -Cooperative learning and practice groups
  -Support groups (grief, divorce, bullying, etc.)
  -Study and tutoring groups

- **Program Interventions:**
  -Establishing school-based enterprises
  -Developing career centers
  -Creating and maintaining portfolios to include career planners
  -Establishing management information system
  -Conducting evaluation services
  -Facilitating transitions
  -Establishing work-based learning opportunities

These represent some of the more common interventions and services implemented in a student development program. With the school-to-careers initiatives, emphasis is placed on integrated work based learning at both the school site and work site. To better prepare students for life and the workplace, student development program personnel should become more involved in connecting school site and work site learning experiences for all students.

Student development program personnel may not be totally responsible for developing a work based learning program, but they should certainly participate on committees or teams working on these issues. Advising students of these options and assisting in the implementation of the program should be key roles for student development program personnel.

Work based learning increases opportunities for students to connect school with the workplace. These experiences may be provided through a variety of avenues that bring the community into the classroom and students into the community. **High school students do not always view their jobs and the skills obtained there as having any connection to academic learning or to school programs.** To contribute to students' learning, work-based learning options must offer students the opportunities to apply academic skills, work with and learn from co-workers, work in teams, solve problems, and have their work performance evaluated. The following pages list some work based learning options and related intervention strategies.

WORK BASED LEARNING OPTION INTERVENTIONS

OPTIONS		GRADE LEVELS SERVED	STRATEGIES/UNIQUE CHARACTERISTICS	*RESOURCES
CAREER AWARENESS	Career Fair/Day	4-16	Exposure to people directly involved in a career. Designed around student interests/abilities.	Nebraska Career Guidance Handbook-grades K-6 (NDE) Dream Catchers, published (Jist Company) Career Development Activity Books (NCIS & NDE) Career Development Posters (NDE) Nebraska Career Information System - Career Trek (NCIS)
	Classroom Guest Speakers	K-16	One shot career-related speakers. Awareness of personal perspective of a career.	
	Field Trips Business/Industry Tour	K-16	On-site exposure. Awareness of all aspects of the business/industry.	
CAREER EXPLORATION	Career Interviews	4-16	Students research a career of interest. Exposure to person in career interest. Students report information to others.	Nebraska Career Guidance Handbook - grades 7-8 (NDE) Pathfinders, published (Jist Company) Career Development Activity Books (NCIS & NDE) Career Development/Tech Prep Posters (NDE) Nebraska Career Information System - Career Trek (NCIS) Career Portfolio (NCIS) Career Videos (NDE) Nebraska School Counseling Program Guide (NDE) Planning For Life Program Handbook (NDE)
	Job Shadowing	K-16	Students teamed with a host in the workplace. Primarily observational experience. Exposure to work-place short-term. Exposure to the nature of the work performed.	
	Research Papers/Projects	4-16	Students research career of interest. Opportunities for mock employment and business simulations.	

WORK BASED LEARNING OPTION INTERVENTIONS

OPTIONS		GRADE LEVELS SERVED	STRATEGIES/UNIQUE CHARACTERISTICS	*RESOURCES
SCHOOL SITE CAREER PREPARATION	Applied Academics Courses	5-16	Curriculum integrates real-life examples. Emphasis on contextual learning. Course content is rigorous and challenging.	Scholarships and other forms of Financial Aid for Nebraska Students (NCIS) Career Portfolios (NDE) Career Videos (NDE) Planning for Life Program Handbook (NDE) Careers & Education In Nebraska Tabloid (NDE) Nebraska Career Information System (NCIS) US Department of Education Student Aid Software (NCIS) Labor Market Information Compendium (DOL) Occupational Outlook Handbook (DOL) Dictionary of Occupational Titles (DOL) Nebraska School Counseling Program Guide (NDE) Counselor's Role In Tech Prep - Nebraska (NDE)
	Career Academies	9-12	Organized as schools-within-schools. Focus on a career theme.	
	Entrepreneurship Project/Class	5-16	Students design & cooperate a business. Junior Achievement Projects/Competition/Classes	
	School Based Enterprises	9-16	Student-centered and -operated enterprise. Integrated curriculum. Financially supported and/or self-supported. Incorporates a business plan. May be used as a precursor to internship.	
	Tech Prep Programs/ Articulation	9-16	Secondary/postsecondary articulation	
	Vocational Student Organization (VSO) Project Competition	8-16	Educational opportunities directly linked to curriculum. Students develop personally & Professionally in preparation for career & life.	

WORK BASED LEARNING OPTION INTERVENTIONS

OPTIONS		GRADE LEVELS SERVED	STRATEGIES/UNIQUE CHARACTERISTICS	*RESOURCES
SCHOOL SITE CAREER PREPARATION, CONTINUED	Vocational-Technical Programs	7-16	Competency-based. Address emerging technologies & future employment opportunities in business & industry.	Military Careers Handbook (US Army Recruiting Co) Nebraska Career Guidance Program Handbook - grades 9-12 (NDE) Scholarships and other forms of Financial Aid for Nebraska Students (NCIS)
	Workplace Readiness Class	9-16	Focuses on problem solving, teamwork, self management, & other SCAN foundations & competencies. Workplace focused.	
WORK SITE CAREER APPLICATION	Apprenticeships	11-16	Students teamed with an individual in the workplace. Student receives advanced standing in an occupation. Specialized career track with specific technical competencies. Progressive wage.	Job Placement Services (DOL) Financial Aid Services (NCIS) Work Site Learning Documentation (NDE) Career Portfolios (NDE) Career Videos (NDE) Planning for Life Program Handbook (NDE) Careers & Education in Nebraska Tabloid (NDE) Nebraska Career Information System (NCIS) US Department of Education Students Aid Software (NCIS)
	Clinical Work Experience	11-16	Standards generally regulated by law. Predominately used in programs leading to licensure. Unpaid learning. Performance assessment required. Industry qualified instructors. Teacher/student ratio generally mandated by law.	

WORK BASED LEARNING OPTION INTERVENTIONS

OPTIONS		GRADE LEVELS SERVED	STRATEGIES/UNIQUE CHARACTERISTICS	*RESOURCES
WORK SITE APPLICATION CONTINUED	Cooperative Education	11-16	Reinforces classroom instruction. Student currently or previously enrolled in a job prep program. Training station related to job prep program. Training plans, training agreements, student time sheets, and evaluation forms. Paid employment.	Labor Market Information Compendium (DOL) Occupational Outlook Handbook (DOL) Dictionary of Occupational Titles (DOL) Nebraska School Counseling Program Guide (NDE)
	Internship/Practicum	10-16	Exposure to the broad aspects of an industry related to the student's major. Generally unpaid. Workplace learning plan/weekly seminar; journal. Rotation through a variety of skills requiring increasingly higher levels of knowledge	Counselor's Role In Tech Prep - Nebraska (NDE) Military Careers Handbook (US Army Recruiting Co.) Nebraska Career Guidance Program Handbook (grades 9-12) (NDE) Scholarships and other forms of Financial Aid for Nebraska Students (NCIS)
	Mentorships	5-16	Short-term. Helps students identify interests, educational requirements, work skill acquisition. Students mentor a worker in consultation with classroom teachers & counselors. Instruction given in specific career skills & appropriate workplace behaviors.	

WORK BASED LEARNING OPTION INTERVENTIONS

OPTIONS		GRADE LEVELS SERVED	STRATEGIES/UNIQUE CHARACTERISTICS	*RESOURCES
WORK SITE APPLICATION CONTINUED	Part Time Work (Work Study)	11-16	Paid work experience. May involve high school credit. Often not a structured work site learning experience that relates work to school site learning.	
	Service Learning Projects	3-16	School and community service as a practical application to learning. Unpaid service. Interdisciplinary and across age groups. Preservice instruction/preparation, postsecondary reflection.	
	Supervised Agriculture Experiences	9-12	Required of all students in agricultural education programs.	
	Work Experience & Career Exploration Program	9-10	School-supervised work experience & career exploration. Targeted toward underachieving 14 & 15 year olds. Aimed at motivating dropout-prone youth to stay in school & become better prepared for the world of work.	

*Resources:

Contact the following offices for more information on the resources listed in the above table.

(NDE) Career Guidance and Counseling Director or Tech Prep Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987, Phone: 402-471-4811 or 402-471-0948

(NCIS) Nebraska Career Information System, University of Nebraska - Lincoln, 421 Nebraska Hall, Box 880552, Lincoln, NE 68508-0552, Phone: 402-472-2570

(DOL) Department of Labor, 550 So. 16th Street, Box 94606, Lincoln, NE 568509-4600, Phone: 402-471-9964

U.S. Army Recruiting Company, 3801 Dodge Street, Omaha, NE 68131-3110, Phone: 402-553-5461

F. ASSESSMENT

Introduction

Student progress and performance should be measured by the degree to which students meet their learning objectives. The assessment process should document student learning, identify strengths and weaknesses and provide strategies for improvement. Various tools may be used to accomplish this assessment including: portfolios, mentor or employer evaluations, student self evaluations and coordinator/instructor evaluations. If credit is awarded, the assessment process may also provide a basis for grading.

Portfolios. Students need to document their experiences, skills and accomplishments. A student portfolio containing this information can serve as an ongoing assessment tool as well as a "living" transcript. Work based learning portfolios may include:

- Reflective journals
- Work samples
- Research projects
- Learning logs
- Activity summaries

Work Site Visitations. Evaluation of progress and review of student objectives, an important part of assessing student learning, may be accomplished through regular visits by the coordinator/instructor to the work site and conferences with the student's employer/supervisor. The following guidelines will help to make the visits more productive and valuable:

- Set up a visit in advance with the employer
- Have a systematic and organized plan—develop questions ahead of time
- Discuss the needs of the student and those of the employer
- Let employers know that they can request a confidential conference
- Arrange for the student, employer and coordinator/teacher to meet together to discuss the student's progress

Forms and Records

Paperwork and record keeping for program documentation are necessary to:

- Gather information for assessing and placing students
- Provide a basis for student grading
- Assist students with goal setting and portfolio development
- Provide information or statistics to the people and organizations involved in the program who may require it
- Document authorizations or expenditures
- Document employer participation and assist with job development
- Provide information/statistics for periodic reports required by your school

Software programs are available to make it easier to computerize these records, generate comparative data, and produce a variety of reports. Seek out software designed specifically for job placement or cooperative education. Check with district software support staff to determine which programs are compatible with your computer system.

It is important that all forms are approved by the appropriate school personnel to ensure compliance with applicable laws and regulations. The types of forms necessary will vary based on local needs.

Classroom Activities Supporting WBL Experiences

Student Self-awareness and Assessment for Placement

Successful work based learning activities require that students have the opportunity to learn about their interests and skills. It is important that the school staff assist in the development of student career awareness. Various assessment opportunities or tools an be utilized to increase student awareness. The following suggestions may help students identify career interests and connect them with employers:

- Student interest interview between the student and the school staff
- Skills and aptitude tests
- Career Information System
- Career Path Planner
- Dictionary of Occupational Titles
- Pre-vocational self-awareness activities

Developing Learning Objectives

Learning objectives are an essential part of the work based training plan and include the major concepts to be learned on the job and in the classroom. The objectives, which contain concepts to learned and skills to be acquired (with particular emphasis on the SCANS skills) should be developed by the coordinator, student, and employer. Objectives should:

- Individualize each student's objectives based on his/her educational and/or career objectives and interests
- Outline student's tasks, duties and responsibilities
- Be specific, achievable and measurable

Creating Links to Classroom Learning

The work based learning coordinator should collaborate with classroom teachers to facilitate connections between students' work based learning experiences and their educational and career goals. The coordinator may:

- Establish a dialogue with teachers in which teachers have opportunities to discuss what they see as the connections between classroom learning and work site learning
- Develop joint activities (when appropriate) that enhance learning in both arenas

Seminars

Seminars are highly recommended for all students participating in work based learning programs. Seminars provide students with the opportunity to meet and discuss common job-related experiences, gain insights into the culture and environment of work, and reinforce the connections between classroom content and work-related learning. Seminar activities may include:

- Peer interaction and discussion if job-related concerns and problems
- Opportunities to share successful experiences from the work site
- Projects that provide students the opportunity to gather, evaluate, report information, individually and in teams
- Audio-visual media discussion, lectures or demonstrations
- Assignments that include keeping journals, preparing research papers, or developing a portfolio
- Guest speakers and panels who provide opportunities for students to question and interact with employers

Computerized Career Guidance and Assessment Tools

DISCOVER	A career information and planning system providing information about occupations nationwide.
NCIS	A career information and planning system providing information about the Nebraska occupations.
ERIS	A career information source using the *Dictionary of Occupational Titles* (DOT) from the Department of Labor as its information base.
APTICOM	A combination of assessment results on 11 aptitude sub tests, 12 interest scales and 4 levels of math and language mastery (90 minutes).

Non-Computerized
Career Guidance and Assessment Tests and Inventories

♦ CASAS	Used to diagnose a student's learning needs.
♦ CPP	Used to assist students with career planning.
♦ SRA	Used to determine a student's reading and math levels.
♦ GATES	Used to determine a student's reading and comprehension levels.
♦ COPES.......	Used to assess a student's values about work.
♦ COPS........	Used to determine a student's career interests.
♦ Stanford......	Used to determine a student's reading and math levels.
♦ WorkKeys	Used to determine a student's level of workplace skills

Assessment Strategies

STRATEGIES	ADVANTAGES	DISADVANTAGES
Objective Measures Multiple choice Matching Item sets True-False	◆ Reliable, easy to validate ◆ Objective, if designed effectively ◆ Low cost, efficient ◆ Automated administration ◆ Lends to equating	◆ Measures cognitive knowledge ◆ effectively ◆ Limited on other measures ◆ Not a good measure of over ◆ performance
Written Measures Essays Restricted response Written simulations Case analysis Problem-solving exercises	◆ Face validity (real life) ◆ In-depth assessment ◆ Measures writing skills and higher level skills ◆ Reasonable developmental costs and time	◆ Subjective scoring ◆ Time consuming/expensive to score ◆ Limited breadth ◆ Difficult to equate ◆ Moderate reliability
Oral Measures Oral Examinations Interviews	◆ Measures communications and ◆ interpersonal skills ◆ In-depth assessment with varied stimulus materials ◆ Learner involvement	◆ Costly and time consuming ◆ Limited reliability ◆ Narrow sample of content ◆ Scoring difficult, need multiple raters
Simulated Activities In-basket Computer simulations	◆ Moderate reliability ◆ Performance-based measure	◆ Costly and time consuming ◆ Difficult to score/administer/develop
Portfolio and Product Analysis Work samples Projects Work diaries and logs Achievements	◆ Provides information not normally available ◆ Learner involvement ◆ Face validity (real life) ◆ Easy to collect information	◆ Costly to administer ◆ Labor and paper intensive ◆ Difficult to validate or equate ◆ Biased toward best samples or outstanding qualities
Performance Measures Demonstrations Presentations Performances Production work Observation	◆ Job-related ◆ Relatively easy to administer ◆ In-depth assessment ◆ Face validity	◆ Rater training required ◆ Hard to equate ◆ Subjective Scoring ◆ Time consuming if breadth is needed
Performance Records References Performance rating forms Parental rating	◆ Efficient ◆ Low cost ◆ Easy to administer	◆ Low reliability ◆ Subjective ◆ Hard to equate ◆ Rater judgment
Self Evaluation	◆ Learner involvement and empowerment ◆ Learner responsibility ◆ Measures dimensions not available otherwise	◆ May be biased or unrealistic

Assessment Resources

APTICOM - Vocational Research Institute, 1528 Walnut Street, Suite 1502, Philadelphia, PA 19102

CASAS - (Comprehensive Adult Student Assessment System), 8910 Clairemont Mesa Blvd., San Diego, CA 92123, Phone: 619-292-2900 or 1-800-255-1036

COPES - (Career Orientation Placement and Evaluation Survey), Educational & Industrial Testing Service (EdITS), PO Box 7234, San Diego, CA 92167

COPS - Career Occupational Preference System Interest Inventory, Educational & Industrial Testing Service (EdITS), PO Box 7234, San Diego, CA 92167

CPP - ACT Career Planning Program (CPP), American College Testing (ACT), 2201 North Dodge Street, Educational Services Division, PO Box 168, Iowa City, IA 52243

DISCOVER - American College Testing (ACT), 2201 North Dodge Street, PO Box 168, Iowa City, IA 52243

GATES - Gates-MacGinitie Reading Tests, Riverside Publishing Co.

JIST, 720 North Park Avenue, Indianapolis, IN 46202-3490, Phone: 1-800-648-5478

NCIS - Nebraska Career Information System, 421 Nebraska Hall, PO Box 880552, University of Nebraska - Lincoln, Lincoln, NE 68588-0552, Phone: 402-472-2570

SRA - SRA Achievement Series, Science Research Associates, Inc., 155 N. Wacker Dr., Chicago, IL 60606

Stanford Achievement Test Series - Harcourt Brace & Company, 1-800-211-8378

WorkKeys - WorkKeys Assessments, American College Testing (ACT), 2201 North Dodge Street, PO Box 168, Iowa City, IA 52243

BIBLIOGRAPHY

ACT Career Planning Program (CPP) Six Job Clusters, American College Testing, 2201 North Dodge Street, Educational Services Division, Iowa City, IA 52243

A Guide to Work-Based Learning: Business and Industry Risk Management Plan, Michigan Department of Education, Office of Career and Technical Education, PO Box 30008, Lansing, MI 48910

Academies in Context, CORD Communication, Vol 3, No. 4, Aug/Step., 1997, PO Box 21206, Waco, TX 76702-1206, Phone: 817-772-8756

Career Academies Presentation, December 1997, GMS Partners, Inc., National Career Academy Coalition, 1122 Kersey Road, Silver Spring, MD 20902

Career Academies: Communities of Support for Students and Teachers—Emerging Findings from a 10-Site Evaluation. James J. Kemple, Manpower Demonstration Research Corporation, December 1997, MDRC, 16 East 34 Street, New York, NY 10016-4326

Career Opportunity Fair 1997, Beatrice Chamber of Commerce, 226 South 6th Street, Beatrice, NE 68310, Phone: 402-223-2338

Consensus Framework for Workplace Readiness, CCSSO Workplace Readiness Assessment Consortium, July 1995, Council of Chief State School Officers, One Massachusetts Avenue, N.W., Washington, D.C. 20001

Designing Marketing Tools, Steve Walter, Tri-County Technical College, Pendleton, SC, Phone: 803-646-8361 X2253, Copyright 1994

Developing and Implementing School-to-Work in South Carolina, South Carolina Department of Education, 1429 Senate Street, Columbia, SC 29201, Phone: 803-734-8492, Fax: 803-734-8624

Getting to Work: A Guide for Better Schools , MPR Associates, Inc., 2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704, Phone: 510-549-4551

Holland's Self-Directed Search (SDS) Six Personality Types, Psychological Assessment Resources, Inc., P.O. Box 998, Odessa, FL 33556

Nebraska Innovative School-to-Work Strategies 1997, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987, Phone: 402-471-0948

Opening Minds, Opening Doors: The Rebirth of American Education, CORD Communications, PO Box 21206, Waco, TX 76702-1206, Phone: 817-772-8756

Oregon Work Based Learning Manual, March 1996, Lane Community College, Cooperative Education Department, 4000 East 30th Avenue, Eugene, OR 97405-0640, Phone: 541-726-2203, Fax: 541-744-4168

The School-to-Work Glossary of Terms, National School-to-Work Office, Washington, DC, July 1996

Teacher Externship Guide: Step-by-Step Procedures for Designing Externships, Boston Public Schools, 26 Court Street, Boston, MA 02108

Workplace Learning Strategies Manual, Allan Hancock College, 800 S. College Drive, Santa Maria, CA 93454, Phone: 805-922-6966, EXT 3613

NEBRASKA

Work Based Learning Manual

PART V

CAREER AWARENESS ACTIVITIES GUIDE

NEBRASKA STATE DEPARTMENT OF EDUCATION

Kimberly J. Peterson	District 1	Lincoln
Ann Mactier	District 2	Omaha
Beverly J. Peterson	District 3	Oakland
Rick C. Savage	District 4	Omaha
Katherine Endacott	District 5	Pleasant Dale
Terry Loschen	District 6	Grand Island
Kathy Wilmont	District 7	Beaver City
Kathleen McCallister	District 8	Omaha

Douglas D. Christensen, Ph.D.
Commissioner of Education

NEBRASKA INDUSTRIAL COMPETITIVENESS ALLIANCE SCHOOL-TO-CAREERS COMMITTEE

Thomas Whalen, Chair	Silverstone Consulting, Inc.	Omaha
Dennis Baack	Nebraska Community College Association	Lincoln
Craig Broyhill	Broyhill Company	Dakota City
Dr. Doug Christensen	Nebraska Department of Education	Lincoln
Dr. Don Helmuth	University of Nebraska -Lincoln	Lincoln
Dr. Carroll Krause	Nebraska State College System	Lincoln
Maxine Moul	Nebraska Department of Economic Development	Lincoln
Jim Paladino	Omaha Joint Electrical Apprenticeship	Omaha
A.F. "Tony" Raimondo	Behlen Manufacturing	Columbus
Sandy Scofield	Nebraska Math and Science Coalition	Lincoln
Maureen Wenke	Wenke Manufacturing Company	Pender

The Nebraska Work Based Learning Manual was developed by the Nebraska Department of Education through funding provided by the Carl D. Perkins Vocational and Applied Technology Education Act, Grant #V048A1002700 and the School-to-Work Opportunities Act, Grant #9724441 with the State of Nebraska. It is the policy of Nebraska Departments of Education and Economic Development not to discriminate on the basis of sex, disability, race, color, religion, marital status, age or national or ethnic origin in its education programs, admissions policies, employment or other agency-administered programs.

Inquiries about the manual may be directed to: Carol Jurgens, Tech Prep Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE, 68509, 402-471-0948, cjurgens@nde4.nde.state.ne.us

6/98

Part V - Career Awareness Activities Guide
TABLE OF CONTENTS

EXECUTIVE SUMMARY **1**

A. CAREER FAIR/CAREER DAY **3**
- Overview 3
- Nebraska Success Stories 3
- Sample Forms 4

B. CLASSROOM GUEST SPEAKERS **19**
- Overview 19
- Nebraska Success Stories 19
- Sample Forms 20

C. FIELD TRIPS (BUSINESS/INDUSTRY TOURS) **27**
- Overview 27
- Nebraska Success Stories 27
- Sample Forms 28

BIBLIOGRAPHY **35**

Work Based Learning

CAREER AWARENESS ACTIVITIES GUIDE

Executive Summary

Career awareness often focuses on *group* activities that help students develop a general awareness of themselves, the world of work and its connection to education. They provide the basis for guiding students into future career decision making. When properly planned and structured, they can be valuable learning experiences that are integral to classroom learning and enjoyable for students. The career awareness activities covered in this guide include: Career Fairs/Career Day, Classroom Guest Speakers, and Field Trips (Business/Industry Tours).

Career Awareness Activities	
Career Fairs/Career Day	Career fairs and career days provide opportunities for students to explore a variety of career path clusters of interest to them
Classroom Guest Speakers	Guest speakers provide students with an understanding of the career choices available at their place of business, how academic and technical skills are integrated on the job, how they have adapted to technological change, and their role in the economic development of the community.
Field Trips	Student tours with local businesses willing to share their expertise and provide insight into the variety of career pathways available in their business. The tour should emphasize all aspects of the industry.

A. CAREER FAIR/CAREER DAY

Overview

Career fairs and career days provide opportunities for students to explore a variety of career path clusters of interest to them. The event can involve a large number of students and provides an opportunity for students to practice social skills and solicit job shadowing opportunities. A career day can be held more than once a year and are often sponsored by community service organizations, the Chamber of Commerce, Tech Prep consortia, School-to-Careers Partnerships, community colleges, universities and/or elementary, middle, or high schools.

All Aspects of the Industry. Depending upon the grade level of the students, career fair and career day presenters should be encouraged to provide students with an understanding of all aspects of their industry or industry sector by showing them how academic and technical skills are integrated on the job, emphasizing the career choices available, indicating how they have adapted to technological change, and explaining their company's role in the economic development of their local community.

Nebraska Success Stories

ABC CAREER FAIR

Description. Each spring Kearney area local contractors join with Associated Builders and Contractors out of Omaha to host a Construction Fair. At this fair, various careers in the building field are showcased. Attendees are invited to get involved with numerous "hands-on" construction activities. Examples are: bricklaying, surveying, concrete finishing, electrical wiring, sheetmetal work, welding, plumbing, landscaping, drywall finishing, and heavy equipment operation. This is largely an outside, parking area activity.

In 1997 the Work Keys consortium got on board, and assisted with this fair, expanding it and expanding its attendance area. Technical and construction careers are highlighted and a new element of including the educational institutions related to such careers. Students, family members and community members are invited to visit displays, try some "hands-on" activities and visit with persons employed in various construction careers. They are able to visit with schools and training institutions about education, costs, etc. Future fairs will work towards increasing attendance and assuring that participants receive all possible information regarding training needs, costs, and futuristic considerations about careers in which they have an interest.

Program Areas. All Areas
Grade Level. 6 - 12th Grades, Adults
Contact. Deb Eickhoff, Kearney Public Schools, 310 West 24th, Kearney, NE 68847, (308) 237-6067.

CAREER ADVENTURES

Description. High school students interested in elementary education use a puppet to provide career exploratory activities to first graders. This program is based on a similar program developed by the Gender Equity Coordinator for the state of South Dakota. It was modified to meet the needs of the Omaha Job Clearinghouse partnership.

The puppet "O_2" has landed on earth. It (O_2 is neither male or female) is from the planet "Ortem" and would like a job. The first-grade students assist O_2 in exploring a variety of possible career areas in thirty-minute lessons that are held once a month during the academic year. Participants also complete a coloring book, drawing themselves in each of highlighted careers as well. Suggested corollary activities are provided to the host teachers for follow-up and continuity. The high school students are recruited from Future Teachers of America Clubs and the student body at large. Training and on-going support and supervision is provided.

Program Areas. All Areas
Grade Level. 1st and 9 - 12th Grades
Contact. Penny Boykins, Omaha Job Clearinghouse, PO Box 3777, Omaha, NE 68103-077, (402) 457-2598.

CAREER CAMP

Description. Young women who have completed grades 10 through 12, and who live in the 20-county area served by Northeast Community College (NECC) are encouraged to attend this three-day career camp. Camp activities are designed to further the elimination of gender bias and stereotyping in career fields. Each year the featured career fields are identified from interests expressed on camp applications.

All camp participants complete career assessment activities which include aptitude testing and personality profiling. Career options are explored through speaker presentations, panel sessions, and individual research. Camp participants also have the opportunity to network with women employed in nontraditional career fields and NECC students enrolled in nontraditional programs of study. The NECC Career Camp also addresses other topics of concern or interest to young women. In the past, presentations have been made on date rape and self defense.

Program Areas. All Areas
Grade Level. 10 - 12th Grades
Contact. Karen Severson, Northeast Community College, PO Box 469, Norfolk, NE 68702, (402) 644-0650.

CAREERS CAMP

Description. Students are given the opportunity to attend a Careers Camp on the campus of the Western Nebraska Community College (WNCC) during a week in the summer. They listen to various presenters in a workshop format. Curtis & Associates present interview skills, mock interviews, application writing and resume writing.

Students are taken on tours to various industry/business sites in the community during the camp. Over 40 students attended the last camp. It was noticed at the end of grades six through nine camp, that the ninth graders could handle more learning. The next camp will be divided into sixth through eighth grades and ninth through twelfth grades. Transportation is offered by school bus and van from the various small towns to WNCC for the camp. The students had a great time. One of their favorite presenters was a female mortician. Each student left with a resume that had been written on the computer.

Program Areas. All Areas
Grade Level. 6 - 12th Grades
Contact. Lisa Pool, Western Nebraska Community College, 1601 E. 27th Street, Scottsbluff, NE 69361, (308) 635-6054.

Sample Forms for Career Fairs/Career Day

The forms on the following pages show the process that the Beatrice **Career Opportunity Fair** Planning Committee went through to provide the structure for making the fair a valuable experience for students and participating business/industry representatives.

TITLE	DESCRIPTION	PAGE #
Letter to Area Counselors/Teachers	Copy of the letter sent to area schools on Beatrice Chamber of Commerce letterhead. The letter invites them to participate and encourages them to complete pre-fair activities designed to enhance student learning at the **Career Opportunity Fair**.	5
Informational Packet for Schools	Packet sent to areas schools with the letter inviting them to participate. The packet contains registration information, student and teacher/counselor evaluation forms, pre-fair and during-fair student activities and assignments, promotional materials.	7-17

8/22/97 **(LETTER TO AREA SCHOOLS ON BEATRICE CHAMBER OF COMMERCE LETTERHEAD)**

Dear Counselor / Teacher:

Thank you for your interest and dedication in working with today's youth. As you know, preparing young people for the future is a serious responsibility. Your students are our future doctors, educators, political leaders, computer experts and employees in career areas that we cannot imagine today.

The enclosed packet of information has been designed to assist you in preparing your students to attend the Career Opportunity Fair. Involving your students in some pre-career fair activities should help them become more focused and ready to utilize the excellent resources available to them at the event. Our hope is that the information students receive at the Career Opportunity Fair will reinforce lessons that you have taught, and will assist them in making immediate and long-term decisions about their goals and future careers.

Also enclosed in the packet, are student and teacher/counselor evaluation forms. This year we would like you to work with your class or student group attending the fair to complete an evaluation summary and return to the Beatrice Chamber of Commerce after the event.

As you assist students in completing the activities, please consider the objectives of the fair. Students will:

- explore their career interests
- view career role models from the Beatrice area demonstrating their jobs
- become aware of the diversity of jobs available in SE Nebraska and educational preparation, skills and training required
- become aware of appropriate school courses to support their career choice
- become aware of various uses of technology in the workplace
- help supply information to the public on job availability in the area after school hours

This year we added the use of Internet to help you keep up-to-date on career fair planning progress and information. View the Career Opportunity Fair information on the Gage County School-To-Work web site. *Www.gced-stw.org* The site includes a current list of business participants that plan to attend, information about special career fair activities and a listing of additional resources that can help as you prepare student to get the most out of the career fair. The planning committee felt this would be the best means of communications to keep you informed on the latest career fair developments. Share this web site information with your students and their parents so they can keep current as well.

Without your support there would be no Career Opportunity Fair. It is up to you to prepare your students to make the best use of the information they receive and provide the necessary follow-up to better enable students to fully comprehend their experiences. We hope that your experiences at the fair will be as rewarding and pleasant for you as they will be for your students.

Sincerely,

The Career Opportunity Fair Planning Committee

Beatrice Chamber of Commerce
Kelly Berke, Executive Vice President - Beatrice Chamber of Commerce
Career Opportunity Fair Committee Co-Chairs:
Dawn Kirkwood, Project Manager at Gage County School-to-Work
Glennis McClure, Area Tech Prep Coordinator at Southeast Community College
Other Planning Committee Members:
Linda Ament RN, BSN, Director of Home Health for Beatrice Community Hospital
Jackie Amos, Service Representative at Manpower
Dr. Mike Barricklow, Assistant Superintendent for Beatrice Public Schools
Charlotte Campbell, Director of Human Resources at Beatrice Community Hospital
Bill Curry, Administrator at Good Samaritan Center
Rich Douglas, Agriculture Instructor at SECC
Sandra Dresser, Service Representative at Manpower
Scott Firebaugh, Recruiter at the Army Recruiting Office
Janet Harms, Manager at Nebraska Job Service
Glen Heideman, Retired School Superintendent
Cindy Jurgens, MFG/Pro Iso 9000 Coordinator at Exmark
James Klar, Purchasing Agent for Dempster
Bob Kluge, Placement Specialist at SECC
Ken Liefeld, Facility Manager at SITEL
Lisa Liekhus, Attorney at Willet, Liekhus, & Carothers
Arlene Overbeck, Human ResourcesDirector at Dempsters
Dr. Kathleen Remmers, Director of Vocational & Educational Services at Beatrice State Development Center
Carol Schulz, STW Coordinator for Beatrice Public Schools
Dave Schuster, Recruiter for the Army National Guard

Sponsored by
BEATRICE CHAMBER OF COMMERCE

CAREER OPPORTUNITY FAIR 1997

BUILDING SKILLS FOR THE FUTURE

INFORMATIONAL PACKET for SCHOOLS

Wednesday, September 24, 1997
9:00 am - 6:00 pm
National Guard Armory
Beatrice, Nebraska

PACKET CONTENTS

Career Opportunity Fair Forms (Informational or Evaluative)

Checklist of To Do's -- Before the Career Fair and after the Career Fair.

Posters - Career Opportunity Fair posters are enclosed so you may post around your school building / community.

Map of Career Fair Location/Grounds -- Includes student loading and unloading and parking instructions.

Sample Questionnaire for Students to Use at the Career Fair -- You may use this sheet as an assignment guide for your students while at the Career Opportunity Fair or you may use this to help students prepare their own relevant questions ahead of time to ask at the fair.

Sample Parent Letter -- Sample letter to be sent to parents/guardian prior to the Fair explaining the purpose and inviting them to participate with their child. Edit and use as you wish.

Sample News Release --To be sent to your local newspaper. Please edit and use as you wish.

Student Evaluation Form -- This year the student evaluation form should be completed as a class or group activity. Tabulate student "votes" (answers) and write the total for each question or list the most frequent answers in the space provided on the evaluation form. It is imperative that we receive your students evaluation information from you. To be completed and returned by October 1, 1997.

Counselor / Teacher and/or Sponsor Evaluation Form -- The evaluation form should be completed individually. Include your recommendations! Please send all completed evaluation forms by October 1, 1997 to: Kelly Berke, Beatrice Chamber of Commerce, 226 South 6th Street, Beatrice NE 68310.

Extra Informational Resources

Technology Show and Tell Invitation -- Plan to visit the SCC-Beatrice Campus on the 24th for the Technology Show and Tell (a supplement to the Career Fair.)

Web Site--Up-to-date Career Opportunity Fair info on the Gage County STW web site. *www.gced-stw.org*

Beatrice Educational Tours & Speakers Booklet

Career Prep Handbook -- A career prep handbooks have been made available to schools in the Southeast Community College area through the local Tech Prep consortium. Parts of this booklet have been added to the web site information noted above. You may request copies of the handbook for your students if your school is a member of the SE Nebraska Tech Prep consortium. There will be a $1.50/book cost charged for non Tech Prep school requests.

"Enter Here" Videos List --The Enter Here series is a unique resource that introduces students to the wide range of important, challenging entry-level jobs. Included in this packet is a listing of the 100 Enter Here careers as they are grouped into ten primary clusters. The Enter Here materials (videos and print materials) are available for your classroom use through your ESU.

Pre-Fair Goal Setting and Career Interest Activities -- It is highly recommended that students complete goal setting activities and career interest inventories prior to the Fair..

Please use these resources to prepare your students to get the full benefit of the CAREER OPPORTUNITY FAIR!

Career Opportunity Fair
CHECKLIST FOR BEFORE, DURING AND AFTER THE FAIR

Date: Wednesday, September 24, 1997
Location: National Guard Armory, (just off Hwy 136 on the West end of Beatrice)

- The Career Opportunity Fair will open at 9:00 AM and close by 6:00 PM.
- Buses will enter the Armory grounds from Hwy 136 and unload students at the North doors then proceed through the grounds to Scott Street to the Gage County Fairgrounds to park. (Map of grounds enclosed)
- Lunches will be available during the hours of 11:00 AM to 1:00 PM at no charge. (Includes hot dog, chips and pop.)
- Allow approximately 1 ½ hours for your group to visit the Career Fair. *RSVP* to the Beatrice Chamber (see below).
- Students must remain on the Armory grounds until buses return to pick them up for departure.
- Tours to Beatrice area businesses can be arranged by individual schools (Beatrice Educational Tours & Speakers Booklet encl.)
- Southeast Community College - Beatrice campus is located just across the highway from the Armory. See flyer insert for details as to activities planned for the 24th to coincide with the Career Fair.

Teachers/Counselors - To Do's Before the Career Fair

_____ Confirm group numbers and schedule your time of arrival to the Fair with the Beatrice Chamber of Commerce office at (401 223-2338 or e-mail Kelly Berke at kberke@beatrice.ne.com by September 15, 1997. Please provide the following:
School Name ____________________ Your Name ____________________ Phone # ______________
1st Time Choice: Arrive at ________________ 2nd Time Choice: Arrive at ______________

_____ Arrange bus transportation. Need help with transportation costs? E-mail or call Glennis McClure, Area Tech Prep Project Coordinator at SE Community College 1-800-223-5027 Ext. 320 or [gamcclur@sccm.cc.ne.us] to receive prior approval to be granted .30/c bus mile to and from the Career Fair + reimbursement for bus driver's pay. This offer applied only to current SE Nebraska Tech Prep consortium schools. Upon pre-approval, you'll be sent a form to fill out and return after the Fair.

_____ Arrange and orient chaperones for Career Fair. Invite parents to participate.

_____ Send letter of information to parents (see enclosed sample.)

_____ Publicize this activity to local media (see enclosed news release sample.)

_____ Refer to website for updated information on presenters / career representatives planning to attend.

_____ Prepare name tags for your students and sponsors to wear at the Career Fair. The Beatrice Chamber will send you blank name tags to use when you call in your group count. The name tags will help us add a personal/professional touch and should help with student behavior and accountability during the fair.

Suggested To Do's With Your Students Before the Career Fair

_____ Refer to Career Interest inventories taken by students (current or in the past). *Goal Setting/Interest Inv.materials encl.*

_____ Utilize career information resources for example check out *Enter Here* videos from ESU.

_____ Provide Career Opportunity Fair information to the students including career representatives confirmed to be present. (See Website: www.gced-stw.org)

_____ Help students choose and prepare for at least four to six interviews with career representatives during the fair. (See sample questionnaire enclosed)

_____ Assign projects to students using pre- or post Career Fair information. Perhaps a local education association would sponsor a Career Essay Contest.

During the Fair To Do's

_____ Make sure students come with their interview sheets or paper and writing instrument.

_____ Provide map of Career Fair booths and displays to students.

_____ Students and sponsors wear name tags including their school's name

_____ Bring camera and B & W film to take photos for school and local papers

_____ Teachers and chaperones supervise students so there is an orderly progression to booths / cluster areas.

_____ Inform students of a meeting point and their departure time.

After the Fair To Do's

_____ By October 1, complete student evaluation and submit summary to the Beatrice Chamber of Commerce (form enclosed)

_____ By October 1, return Teacher/Counselor/Sponsor evaluation forms to the Beatrice Chamber of Commerce (form enclosed)

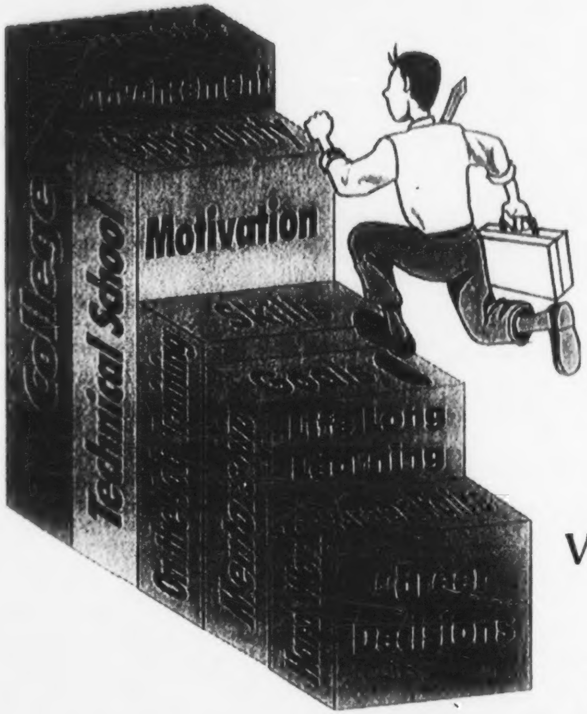
_____ Assign and send thank you letters to Career Representatives/Career Fair organizers

_____ SE Nebraska Tech Prep consortium schools may turn in mileage and bus driver pay form to the Area Tech Prep office.

Building Skills for a Career

Welcome!

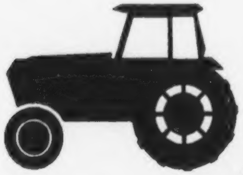
Students
9th-12th Grades
College Students,
Career-minded Adults,
Parents, Educators,
and Counselors



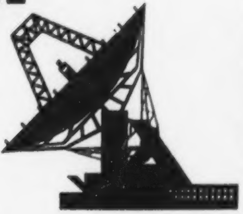
Meet with...

Business
& Industry
Representatives
& Specialists
from
Varied Career Areas

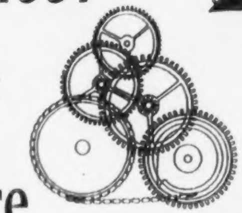
BEST COPY AVAILABLE



Southeast Nebraska Career Opportunity Fair



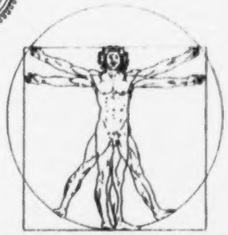
Wednesday, September 24, 1997



National Guard Armory

201 S. Reed St. in Beatrice

Hours 9am–6pm



The Career Opportunity Fair is sponsored by the Education Committee of the Beatrice Chamber of Commerce.

For more information call Kelly Berke, Beatrice Chamber of Commerce (402)223-2338,
Glennis McClure, SE Area Tech Prep Coordinator, (402)228-3468 or (800)233-5027 Ext. 320
or Dawn Kirkwood, Gage County School-To-Work Coordinator at (402)228-4447.

Check our Website @ www.gced-stw.org for weekly Career Fair updates!

Career Opportunity Fair
SAMPLE STUDENT QUESTIONNAIRE

Students Name____

Students should interview at least four to six various career representatives

Occupational Title(s)____

Career Cluster

___Arts & Communication	___Business, Management & Technology	___Health Services
___Human Services	___Industrial & Engineering Technology	___Natural Resources & Ag

Career Representatives Name____________________________________

Company or Organization they work for______________________________

① **What basic skills are needed for the occupation(s) noted above?**

② **Training/Education Required**

___High School ___2-year degree ___4-year degree ___Internship/Apprenticeship ___On the job

Based on the answer to #2, follow-up questions might include:

→Do you consider a GED equivalent to a high school diploma?

→What high school courses do you believe would benefit me the most to take?

→Are there postsecondary education programs that you would recommend?

③ **How does the educational level affect salary?**

④ **Is on-the-job training provided? Is this paid for by the company?**

⑤ **Is there opportunity for advancement?**

⑥ **What other related career occupations appear favorable for the future?**

⑦ **What career areas could be phased out or drastically changed?**

⑧ **Other questions I have or pertinent information to note:**

Career Opportunity Fair
SAMPLE PARENT LETTER

PARENTS: WE NEED YOUR HELP IN MAKING THE **1997 CAREER OPPORTUNITY FAIR** A VALUABLE LEARNING EXPERIENCE FOR YOUR SON/DAUGHTER

On September 24, 1997, your child along with other 9-12th grade students from Southeast Nebraska will visit the **Career Opportunity Fair** held at the National Guard Armory in Beatrice, Nebraska. The Fair is sponsored by the Beatrice Chamber of Commerce. It is an annual event involving approximately seventy business and community persons who volunteer one work day to demonstrate their jobs and talk to students about the relationship of staying in school to future success in the work world.

Objectives of the **1997 Career Opportunity Fair** are to enable students to:

- explore various career interests,
- view career role models from the Beatrice area demonstrating their jobs,
- become aware of the diversity of jobs available in SE Nebraska and the educational preparation, skills and training required,
- become aware of appropriate school courses to support their career choice,
- become aware of various uses of technology in the workplace

After school hours an additional objective for the event is to:

- help supply information to the public on jobs available in the area.

Students will participate in some pre-career fair planning activities at school. A Career Prep Handbook and other planning resources are available for students. We want to help make the **Career Opportunity Fair** a worthwhile activity to participate in, and we'd like our students to be prepared ahead of time to make the best possible use of it. You may view **Career Opportunity Fair** information contained on the Gage County School-To-Work web site. ***www.gced-stw.org***

HOW CAN YOU HELP YOUR CHILD PREPARE FOR THE EVENT?

1. Encourage your child to take the day seriously--to treat the experience as an opportunity to prepare for the future-not just a day out of school.

2. After your child has completed the pre-fair activities at school, encourage him/her to discuss which careers seem most interesting. Do not try to change your child's mind or discourage interest in a specific career area. After all, one of the goals of the day is for students to explore career areas. As you know, some interests will be due to curiosity, not commitment.

3. After the fair, listen to your child's experiences and discoveries. Do not be overly concerned if your child speaks of a career decision that is different from what you may have expected. Most students change their minds repeatedly.

4. Encourage your child to explore career interests further. Students may do this by checking out books from the library, visiting work sites or writing professional or labor organizations. Ask your child's teacher or counselor for suggestions.

5. You may wish to attend the **Career Opportunity Fair** with your child's class or attend after school hours with your child (open until 6:00 PM).

6. You may wish to volunteer to visit your child's school and discuss your career area with students.

7. Let your child know that you appreciate and are willing to assist his/her effort to learn as much as possible to prepare for the future.

Career Opportunity Fair
SAMPLE NEWS RELEASE

Teachers and students from ________________ High School plan to attend a **Career Opportunity Fair** in Beatrice on September 24, 1997.

An estimated 1400 students from Southeast Nebraska will be participating in the second annual **Career Opportunity Fair**, Wednesday, September 24, 1997, at the National Guard Armory in Beatrice, Nebraska. The purpose of the event is for students to: explore their career interests; observe career role models demonstrating their jobs; recognize the diversity of jobs; and become aware of educational preparation, skills and training required in various career options. The Fair is sponsored by the Beatrice Chamber of Commerce.

Approximately seventy area businesses, industries and professionals will provide an opportunity for students to learn more about careers in the fields of: Arts and Communication, Business, Management and Technology, Health Services, Human Services, Industrial and Engineering Technology, Natural Resources and Agriculture.

The Fair is unique in that the focus is on exploring careers. Students will not be there to seek employment. This will be an opportunity to actively explore their career interests by visiting with career representatives from a vast array of occupations and participating in some hands-on and visual demonstration activities like exploring vehicles and equipment used in some occupations. At the fair, one could possibly see a paramedic demonstrating the latest equipment, an iron worker rigging demonstration, and an electronic meter testing display, just to name a few examples.

Ninth through twelfth grade students from area high schools will be attending from 9:00 AM - 3:00 PM with their school counselors and teachers. The **Career Opportunity Fair** will be open for students, parents, and the general public until 6:00 PM.

Career Opportunity Fair
STUDENT EVALUATION FORM

School____________________ Teacher____________________

1. Did you learn new career information at the **Career Opportunity Fair**?	YES	NO	SOMEWHAT
2. Do you know more about the skills, training, and education required in your career interest areas?	YES	NO	SOMEWHAT
3. Did career exhibitors talk about the importance of education?	YES	NO	SOMEWHAT
4. Will the fair and the activities assist you in selecting school courses? Explain.	YES	NO	SOMEWHAT

5. List pre-fair planning activities that were helpful to you in preparing to attend the event (e.g., goal setting).

6. Comments or recommendations.

7. List career exhibitors that you would visit if they were at a future **Career Opportunity Fair**.

- **PLEASE COMPLETE AND RETURN THIS EVALUATION BY OCTOBER 1, 1997**
  to: Kelly Berke, Beatrice Chamber of Commerce, 226 South 6th St., Beatrice NE 68310

Career Opportunity Fair
COUNSELOR/TEACHER EVALUATION FORM

Your answers will help us evaluate this year's **Career Opportunity Fair** and improve future fairs. As you answer the questions, please consider the objectives of the fair.

Objectives of the 1997 Career Opportunity Fair

To enable students to:

- explore various career interests,
- view career role models from the Beatrice area demonstrating their jobs,
- become aware of the diversity of jobs available in SE Nebraska and the educational preparation, skills and training required,
- become aware of appropriate school courses to support their career choice,
- become aware of various uses of technology in the workplace.
- help supply information to the public on jobs available in the area.

School______________________________ Name__________________________________

1.	**Career Opportunity Fair** activities effectively met the objectives. How can it be improved?	YES	SOMEWHAT	NO
2.	The Fair was well organized. How can it be improved?	YES	SOMEWHAT	NO
3.	Pre-fair information helped us adequately prepare students for the Fair. How can it be improved?	YES	SOMEWHAT	NO

4. List the names, titles, addresses and phone numbers of recommended career exhibitors for future fairs.

- **PLEASE COMPLETE AND RETURN THIS EVALUATION BY OCTOBER 1, 1997**
  to: Kelly Berke, Beatrice Chamber of Commerce, 226 South 6th St., Beatrice NE 68310

Career Opportunity Fair
SPECIAL TECHNOLOGY DEMONSTRATIONS

Southeast community college

Special Technology Demonstrations Scheduled To Coincide with the Career Opportunity Fair on September 24, 1997

Schedule a visit to the SCC - Beatrice campus for some special demonstrations on campus in conjunction with your trip to Beatrice and the SE Nebraska Career Fair.
Please RSVP your school group's planned attendance at these demonstration sites on campus by Friday, September 19, 1997.

Ag Center - Animal Health Classroom -- UltraSound Demonstration. You'll see a demonstration of ultrasound technology used to evaluate expected carcass composition of a live market animal.
Starting times (select one): ________10:30 AM or ______11:30 AM Anticipated group size ____________

Lincoln Center Building -- At this stop you can see Biotechnology, Chemistry and Computer Interactive English (Daedalus) demonstrations. In Chemistry the demonstration will show how to determine caffeine content of soft drinks using high pressure liquid chromatography. In Biotech see DNA in action and in English, see how SCC uses computers to teach College Comp 1.
Starting times (select one): _______11:00 AM or ______Noon. Anticipated group size _____________

Ford Hall (Rooms 119 and 110) -- The Agribusiness Management and Technology Program staff will demonstrate the use of a Global Positioning System to map the variability in wheat yields. In room F110, see how technology helps in agricultural marketing.
Starting times (select one): ______ 10:00 AM or ______12:30 PM Anticipated group size ____________

Adams Hall -- Nursing Department will show a 10 minute nursing career video, demonstrate nursing lab equipment and offer a self-test for health careers. Dr. Alesio in the Music Department will show the electronic piano lab and provide a MIDI music demonstration. While in Adams Hall you can stop by the Broadcasting facilities and see students broadcasting live!
Starting times (select one): _____11:15 AM or _______12:15 PM Anticipated group size ____________

Jackson Hall -- Business Department will have a PowerPoint Software Demonstration available.
Starting times (select one): _____10:00 AM or _______11:30 AM Anticipated group size ____________

School Name ____________________________
Sponsor / contact person _______________________ Phone #________________

Please check-off the demonstrations and the times you'll plan to have your group attend. Photocopy this entire page, complete it and send or fax (402)228-2218 it in to Robert Kluge, Southeast Community College - Beatrice Campus, RR2 Box 35A, Beatrice NE 68310 or call Bob at 800-233-5027 Ext. 216 for more information or to RSVP. We must receive your response by Friday, September 19, 1997 so demonstration arrangements can proceed. If you like to have a complete campus tour arranged for the 24th in addition to the listed demonstrations please let us know.

B. CLASSROOM GUEST SPEAKER

Overview

When properly planned and structured, guest speakers can be valuable learning experiences which are integral to classroom learning and enjoyable for students. Local school-to-career facilitators, Tech Prep consortium coordinators, or career staff within your school may provide help in arranging individual or groups of speakers willing to share their expertise in an educational setting.

All Aspects of the Industry. Depending upon the grade level of the students, guest speakers should be encouraged to provide students with an understanding of all aspects of their industry or industry sector by showing them how academic and technical skills are integrated on the job, emphasizing the career choices available, indicating how they have adapted to technological change, and explaining their company's role in the economic development of their local community.

Nebraska Success Stories

APPLIED COMMUNICATION GUEST SPEAKERS

Description. Minatare High School students enrolled in Applied Communication take this course for a two-period block of 20 English credits. As a result, many rigorous communication and language skills are addressed; one of which is vocabulary. Rather than arbitrarily choosing a list of words from either an English textbook or a newspaper, these vocabulary words focus around the world of work. Thus, the students come to understand not only a variety of words actually needed and used by employees, but they also recognize the amount of specialized terminology required to be successful in nearly every position. To make these vocabulary lessons even more realistic, they are not taught by the regular Applied Communication teacher, instead, guest speakers who are actually employed in a related position present the vocabulary words within a presentation on the occupation.

These guest speakers come from anywhere in the workplace and dress appropriately as indicated by their profession. They speak to the students for approximately fifty minutes. The students usually have many questions, from salary and requirements to benefits and personal stories. Many speakers have brought flyers, business cards, and other materials to be distributed as highlights to their presentations. Throughout each speech the students take notes (which are graded for accuracy and thoroughness). Each student must also complete an evaluation which addressed not only the information provided but the delivery style of the presenter. The students then prepare individual, personalized thank-you notes which are mailed with the Applied Communication teacher's thank you note to the speaker. Many students have found that businessmen and women recognized and remember them from a presentation in class. Again, this serves to foster those positive relationships between adolescents and adults.

Program Areas. All Areas
Grade Levels. 10 - 12th Grades
Contact. Sue Rorabaugh, Minatare High School, 1107 7th Street, Minatare, NE 69356, (308) 783-1733.

HAT DAYS

Description. In order to assure that students in the lower elementary grades get to see different occupations, ESU #13 and the local School-to-Careers partnership decided to try a different approach. People of various occupations who wear hats are contacted. A time is set up for a presenter to meet with a kindergarten class which fits in with each one's schedule. The career person goes to the kindergarten class in uniform for a ten-minute presentation on her/her occupation, e.g. NPPD, Sprint, police officers, fire fighters, maintenance personnel, railroad, fast food people, etc. There are many occupations that wear hats.

The presenter is asked to bring a brand-new hat from his/her occupation and leave it with the class. The teacher starts a basket of "Occupation Hats" for a center that the students enjoy all year long. Hat Day has been very popular with kindergarten teachers. The students see workers from many occupations and get some idea of the services that they provide in their communities and neighborhoods. The presentation helps students to not be afraid of certain occupations (e.g. police officers) by virtue of their hats alone. Often, field trips to the appropriate business are also incorporated.

Program Areas. All Areas
Grade Level. Kindergarten
Contact. Lisa Pool, Western Nebraska Community College, 1601 E. 27th Street, Scottsbluff, NE 69361, (308) 635-6054.

PARENT CAREER SPEAKERS BUREAU

Description. Parents of all Omaha Public School (OPS) fifth graders were surveyed at the end of the year regarding interest in participating in the speakers bureau. Using teachers as consultants, a training curriculum was developed for assisting the parents in making their presentations interesting, hands-on and appropriate to a sixth-grade audience. The parents participate in the training in the fall.

At the same time this program is marketed to all sixth grade teachers. They are able to contact the Omaha Job Clearinghouse for parent career speakers during the second semester. This supports the curriculum established by the OPS Early Awareness Advanced Education program and increases parental involvement in the schools and the overall school-to-work systems building effort. For more information on the Early Awareness Advance Education program, contact Maureen Hay (402) 557-2700.

Program Areas. All Areas
Grade Level. 6th Grade
Contact. Mimi Bosco, Omaha Job Clearinghouse, PO Box 3777, Omaha, NE 68103-0777, (402) 449-8491.

Sample Forms for Classroom Guest Speakers

The forms on the following pages provide the structure required to make these opportunities a valuable experience for both the students and speakers.

TITLE	DESCRIPTION	PAGE #
Guest Speaker Request	Use to request that your local school-to-career facilitator set up a classroom guest speaker.	21
Business Panel Request	Use to request that your local school-to-career facilitator set up a business panel for your classroom .	22
Guest Speaker Guidelines	Providing a copy of the guidelines to a speaker prior to their scheduled classroom presentation will ensure that your speaker covers the objectives for the presentation and provides the type of career information students need to fully understand the nature of the career in questions.	23
Student Notes	Completed by students as the speaker is presenting.	24
Thank You Letter	Instructions for writing a thank you letter to the speaker.	25

SAMPLE

GUEST SPEAKER REQUEST

We are privileged to set up a speaker for your class. Please provide us with the following information:

Teacher Name________________________ School__________________ Rm. No.__________

School Address________________________ City/State/Zip __________ School Phone No.__________

Name of Class________________________ Grade Level of Students________________________

Date for Speaker________________________ Second Choice________________________

Time________________________ Number of Students ________________________

Where should the speaker go when they arrive at school?________________________

Suggested speakers or businesses:

________________________ ________________________

________________________ ________________________

Specific Topics to be covered:

________________________ ________________________

________________________ ________________________

GUIDELINES

1. Request speaker arrangements at least 4 weeks in advance.
2. Help your students learn something about the business the speaker is in.
3. Help your students develop questions to ask the speaker.
4. Remind your students that their conduct reflects on their school as well as their teachers, parents, and especially themselves. (They may want to work in the business in the future!)
5. Have your students write a thank you note to the speaker. (Remember the reason most people stop volunteering is because they are not thanked!)
6. Contact our office as soon as possible after the speaker visits your class to give us feedback. We want to maintain a list of good speakers.

AFTER RECEIVING YOUR REQUEST WE WILL

1. Obtain a speaker for your class.
2. Make every effort to return to you within 10 days the arrangements made with the speaker.
3. Provide the speaker with suggested topics to cover.

MAIL REQUEST TO

Name____
School-to-Careers Facilitator____________________________
Address____________________ City/State/Zip________________
Phone____________________

SAMPLE BUSINESS PANEL REQUEST

We are privileged to set up a panel for your class. Please provide us with the following information.

Teacher Name________________ School____________ Rm. No.________

School Address______________ City/State/Zip__________ School Phone No.________

Name of Class________________ Grade Level of Students________________

Date for Panel________________ Second Choice________________

Time________________ Number of Students________________

Where should panelists go when they arrive at school?________________

Suggested panelists or businesses:

________________ ________________

________________ ________________

Specific Topics to be covered:

________________ ________________

________________ ________________

GUIDELINES

1. Request panel arrangements at least 4 weeks in advance.
2. Help your students learn something about the businesses on the panel.
3. Help your students develop questions to ask the business people.
4. Remind your students that their conduct reflects on their school as well as their teachers, parents, and especially themselves. (They may want to work in the business in the future!)
5. Have your students write a thank you note to the business person. (Remember the reason most people stop volunteering is because they are not thanked!)
6. Contact our office as soon as possible after completing the panel discussion to give us feedback. We want to maintain a list of good panelists.

AFTER RECEIVING YOUR REQUEST WE WILL

1. Call the businesses to line up the panel.
2. Make every effort to return to you within 10 days a list of business panelists.

MAIL REQUEST TO

Name________________________________
School-to-Careers Facilitator________________________
Address________________ City/State/Zip________________
Phone________________

SAMPLE GUEST SPEAKER GUIDELINES

Teacher Name________________ School______________ Rm. No.__________

School Address______________ City/State/Zip____________ School Phone No.__________

Name of Class________________ Grade Level of Students________________

Date for Speaker______________ Second Choice________________

Time________________ Number of Students________________

Where should the speaker go when they arrive at school?________________

Thank you for volunteering your time to talk with our students. In organizing your thoughts, please plan to cover a variety of areas. Hopefully, this outline may help.

I. Introduce yourself and your career

II. Background

   A. Important influences in your career development
   B. Education— yours as well as current recommendations

III. Description of job

   A. Specialized skills/abilities required (also refer to general skills, e.g., technology, problem solving, teamwork, time management, and project management)
   B. An average day
   C. People involved—what various careers are represented among your cohorts, clients and customers
   D. Example(s) of long-range projects in which you become involved

IV. Important considerations

   A. What's great!
   B. What's not!

V. Interesting anecdotes (where they fit)

VI. Future opportunities and ways to start

VII. All Aspects of the Industry.
Depending upon the grade level of the students, please provide students with an understanding of all aspects of your industry or industry sector by showing them how academic and technical skills are integrated on the job, emphasizing the career choices available, indicating how your company/industry has adapted to technological change, and explaining your company/industry's role in the economic development of the local community.

SAMPLE

GUEST SPEAKER NOTES

INSIGHT INTO INDUSTRY—CONCERNS, COMMITMENTS, CHALLENGES

Student's Name____

Business Guest's Name____

Title____

Company/Organization____

Address____

Job Role of Guest in His/Her Company/Industry____

____

____

Career Paths: What types of careers are there in this business/industry? Who are the **stakeholders** who are concerned about the success of the organization (internal and external customers)?	**Technology**: What are the **tools of technology** used to solve problems in this business/industry?
Problem Solving: What examples did the speaker give that showed the necessity of having good problem solving skills?	**Teamwork.** What **teamwork skills** are needed to be successful in this business/industry? (E.g., attitudes, open-mindedness, social skills, etc.)
Job Seeking Tools. What is required to apply for and get hired for a position in this business/industry? (portfolio, letters of recommendation, application form, samples of work, etc.).	

SAMPLE

Guest Speaker
THANK YOU LETTER

Student's Name____

Business Guest's Name____

Title____

Company/Organization____

Address____

Job Role of Guest in His/Her Company/Industry____

____

____

ASSIGNMENT

Write a letter of positive feedback and reflection on what you learned and how what the guest speaker said can be of use to you. The requirements of the letter are:

_______ Business letter using student's personal return address or letterhead

_______ Full title and mailing address of speaker

_______ Block style; open punctuation format

_______ First paragraph: What is the purpose for writing the letter? (Include why guest was at school and date of visit to class)

_______ Second paragraph: At least three main ideas gained from the speaker. Writing about specific information and ways in which the speaker helped you understand his/her job and the business/industry they work in.

_______ Third paragraph: What else did the speaker cause you to wonder about? What more would you like to know? Are there some additional questions or curiosities or concerns you would like to explore further (with that guest or others) as a result of what the speaker had to say?

NOTE: Please paper clip this sheet to your letter and turn in no later than _________________.
All thank you letters will be mailed to the Guest Speaker in one envelope. (Due Date)

C. FIELD TRIPS (Business Tours)

Overview

When properly planned and structured, field trips can be valuable learning experiences which are integral to classroom learning and enjoyable for students. Local school-to-career facilitators, Tech Prep consortium coordinators, or career staff within your school may provide help in arranging student tours with local businesses willing to share their expertise and provide insight into the variety of career pathways available in their business.

All Aspects of the Industry. Depending upon the grade level of the students, the business owner and/or employees should be encouraged to provide students with an understanding of all aspects of their industry or industry sector by showing them how academic and technical skills are integrated on the job, emphasizing the career choices available, indicating how they have adapted to technological change, and explaining their role in the economic development of their local community.

Nebraska Success Stories

BUSINESS AFTER HOURS

Description. While working with the Boy Scouts director, it was decided to ask business and industry personnel to open their doors after 6 p.m. to have students come and interview employers about their occupations.

This actually blossomed into a much more dynamic program with businesses offering hands-on learning about their business/industry after dark. Appointments are arranged for students with the area counselors beginning at 6 to 6:45 p.m. Then the students have a 15-minute time period to transport themselves to their next appointment. In Denver they do this with buses doing the transporting, but these students generally have their own cars so they are on their own.

On a March evening, the event begins with a kick-off at the Gering Civic Center at 5:30 p.m. and from there, students go to their various appointments. Many businesses such as the hospital, ambulance, airport, implement dealers, car dealers, pharmacy, clothing stores, discount stores, industries such as B & C Steel, etc. sign up to open their doors. The fire station goes all out and provides students with opportunities to get on the truck, hold the hoses, and climb down the pole!

For the next event there are over 200 students signed up as well as 30 business/industry sites. The business people are generally prepped as to the hands-on nature of the activity so that they are just not lecturing to the students.

Program Areas. All Areas
Grade Level. 8 - 12th Grades
Contact. Lisa Pool, Western Nebraska Community College, 1601 E. 27th Street, Scottsbluff, NE 69361, (308) 635-6054.

SUPERMARKET FIELD TRIP

Description. The supermarket learning experience offers students structured activities in four or five areas of a grocery store. Students should be in groups of no more than five or six with one adult supervisor per group. The activities require about 15 minutes at each station. The following is a description of the experience provided to all fourth and fifth grade teachers who schedule directly with the store owner. The grocery store department heads select the employees most appropriate for the activity in their area.

Shopping/Cashiering. Students bring one dollar to make a purchase; they determine which item(s) they can buy and make a decision. One student from each group is the cashier as the students go through the checkout line. As the store employee helps the student scan purchases, run the cash register and make change, he or she also discusses the important job functions of a cashier, emphasizing customer service.
Bakery. Students learn about quantity baking, calculating proportions and ingredient labeling. Each student gets to decorate a piece of sheet cake.

Produce. Students learn to identify various fruits and vegetables, to weigh produce, and estimate the cost and/or calculate price per pound.
Shipping and Receiving. Students participate in merchandise check in, matching invoices against items received.
Meat Department. Students observe how meat comes into the department, how it is cut and packaged, and which part of the animal is the source of various cuts of meat.
Price Coordination. Students observe how the Price Coordinator programs price changes and adds or deletes items from the cash registers from a central computer.
Letter Writing (at school). Students and teachers write thank you letters to the store owner immediately upon returning to school, mentioning what they liked best about the experience.

Program Areas. Language Arts, Mathematics, Science, Social Sciences, Technology
Grade Level. 4 - 5th Grades
Contact. Dana Hydo, Gage County School-to-Work Partnership, PO Box 684, Beatrice, NE 68310, (402) 228-4447.

VEHICLE DAYS

Description. Vehicle Days is a collaboration of ESU #13 and the local School-to-Careers partnership. It is held at the airport in the spring for two days. First and second grade students from all small towns and rural schools are invited. Vehicles with the appropriate cluster come to the airport in the morning and are assigned a place based on their cluster, such as transportation (buses, taxis, plane), public safety (fire trucks, ambulance, police cars), utilities, military (National Guard vehicles), etc.

Students are divided into small groups. They are treated to a ten-minute presentation at each vehicle site and are able to get in the vehicles. The most popular is the garbage truck and the air ambulance as well as the National Guard helicopters! Two days are given to this activity because of the number of primary youngsters. The airport gives part of a runway for this (of course, one not being used). The students also get to see the big hangars for the airplanes at the airport.

Program Areas. All Areas
Grade Level. 1 - 2nd Grades
Contact. Lisa Pool, Western Nebraska Community College, 1601 E. 27th. Street, Scottsbluff, NE 69361, (308) 635-6054.

Sample Forms for Field Trips

The forms on the following pages provide the structure required to make these opportunities a valuable experience for both the students and those involved with the tour at the business.

TITLE	DESCRIPTION	PAGE #
Business Tour Request	Use to request that your local school-to-career facilitator set up a business tour for students.	29
Guidelines for Tour Director	Providing a copy of the guidelines to the person conducting the tour prior to the student tour will ensure that the objectives for the tour and the type of career information students need to fully understand the nature of the business/industry are covered.	30
Student Observations/ Evaluation	Completed by students during or shortly after the tour.	31
Thank You Letter	Instructions for writing a thank you letter to the business.	33

SAMPLE

BUSINESS TOUR REQUEST

We are privileged to set up a tour for your students. Please provide us with the following information:

Teacher Name____________________ School____________________

Name of Class____________________ Grade Level of Students________________

Date of Tour____________ Second Choice____________ Time of Arrival____________

Number of Students____________________ Length of Time Allowed for Tour____________

GUIDELINES

1. Request tour at least 4 weeks in advance.
2. Have at least two choices of tour dates.
3. Help your students learn something about the businesses you are touring prior to the tour.
4. Help your students develop questions to ask at the business.
5. Remind your students that their conduct reflects on their school as well as their teachers, parents, and especially themselves. (They may want to work in the business in the future!)
6. Arrive at the business on time.
7. If there are changes in your plans, please contact our office, even if you call the business to tell them of your change in plans.
8. Have your students write a thank you note to the business. Send one to the owner or manager and one to the person(s) who gave the tour, if they are different. (Remember the reason most people stop volunteering is because they are not thanked!)
9. Call or write our office the day after the tour to let us know how the tour went. This feedback will help us develop positive experiences for students and businesses.

AFTER RECEIVING YOUR REQUEST WE WILL

1. Call the businesses to line up the tour.
2. Make every effort to contact you within 10 days concerning who will meet you, where you should meet, etc.
3. Double check plans with the business the day before the tour.

MAIL REQUEST TO

Name____
School-to-Careers Facilitator____________________________
Address____
City/State/Zip____________________________________
Phone____

SAMPLE

Business Tour
TOUR DIRECTOR GUIDELINES

Teacher Name______________________ School______________________ Rm. No.______

School Address__________________ City/State/Zip______________ School Phone No.__________

Name of Class______________________ Grade Level of Students______________________

Date for Tour______________________ Second Choice______________________

Time______________________ Number of Students ______________________

Where should the students go when they arrive at the work site?______________________

Thank you for volunteering your time to talk with our students and provide them with a tour of your business. In organizing your thoughts, please plan to cover a variety of areas. Hopefully, this outline may help.

I. Introduce yourself and your career

II. Background

   A. Important influences in your career development
   B. Education— yours as well as current recommendations

III. Description of job

   A. Specialized skills/abilities required (also refer to general skills, e.g., technology, problem solving, teamwork, time management, and project management)
   B. An average day
   C. People involved—what various careers are represented among your cohorts, clients and customers
   D. Example(s) of long-range projects in which you become involved

IV. Important considerations

   A. What's great!
   B. What's not!

V. Interesting anecdotes (where they fit)

VI. Future opportunities and ways to start

VII. All Aspects of the Industry.
Depending upon the grade level of the students, please provide students with an understanding of all aspects of your industry or industry sector by showing them how academic and technical skills are integrated on the job, emphasizing the career choices available, indicating how your company/industry has adapted to technological change, and explaining your company/industry's role in the economic development of the local community.

SAMPLE

Business Tour

STUDENT OBSERVATIONS/EVALUATION

Student's Name____________________ Name of Class____________________

Name of Business Toured____________________ Date____________ Time____________

Location of Business____________________ Name of Tour Director____________________

1. What did you observe at this site? List ten observations you made regarding the environment, personnel, administration, products made or utilized, work conditions, etc. State your overall impression of this workplace, including the reasons for your opinion.

2. For people who might tour this facility in the future, list at least three suggestions regarding ways to improve your learning experience during this tour.

3. What purpose does this industry/business/agency serve to the community? Explain.

4. List three employment positions (jobs) available at this site and provide the following information about each.

	Position # 1	**Position # 2**	**Position # 3**
Job title			
Brief job description			
List of specific tasks seen (include academic and skill specific tasks)			
Personal skills necessary for the job			
Education necessary for the job			
Education necessary beyond high school			
Is this a position you think you would want in the future?			
Lease at least three (3) reasons why you would or would not be interested in this position in the future.			

SAMPLE

Business Tour
THANK YOU LETTER

Student's Name____________________________

Name of Business Toured____________________

Location of Business________________________

Name of Class______________________________

Date_________________ Time_________________

Name of Tour Director________________________

ASSIGNMENT

Write a letter of positive feedback and reflection on what you learned from touring the business. The requirements of the letter are:

______ Business letter using student's personal return address or letterhead

______ Full title and mailing address of speaker

______ Block style; open punctuation format

______ First paragraph: What is the purpose for writing the letter? Include the name of the class and the date of the tour.

______ Second paragraph: At least three main ideas gained from the tour of the business. Write about specific things that you observed or information that you were given that helped you understand how the business operates.

______ Third paragraph: What else did the tour of the business cause you to wonder about? What more would you like to know? Are there some additional questions or curiosities or concerns you would like to explore further (with the Tour Director or others) as a result of the tour?

NOTE: Please paper clip this sheet to your letter and turn in no later than _________________.
All thank you letters will be mailed to the Tour Director in one envelope. (Due Date)

BIBLIOGRAPHY

ACT Career Planning Program (CPP) Six Job Clusters, American College Testing, 2201 North Dodge Street, Educational Services Division, Iowa City, IA 52243

A Guide to Work-Based Learning: Business and Industry Risk Management Plan, Michigan Department of Education, Office of Career and Technical Education, PO Box 30008, Lansing, MI 48910

Academies in Context, CORD Communication, Vol 3, No. 4, Aug/Step., 1997, PO Box 21206, Waco, TX 76702-1206, Phone: 817-772-8756

Career Academies Presentation, December 1997, GMS Partners, Inc., National Career Academy Coalition, 1122 Kersey Road, Silver Spring, MD 20902

Career Academies: Communities of Support for Students and Teachers—Emerging Findings from a 10-Site Evaluation. James J. Kemple, Manpower Demonstration Research Corporation, December 1997, MDRC, 16 East 34 Street, New York, NY 10016-4326

Career Opportunity Fair 1997, Beatrice Chamber of Commerce, 226 South 6th Street, Beatrice, NE 68310, Phone: 402-223-2338

Consensus Framework for Workplace Readiness, CCSSO Workplace Readiness Assessment Consortium, July 1995, Council of Chief State School Officers, One Massachusetts Avenue, N.W., Washington, D.C. 20001

Designing Marketing Tools, Steve Walter, Tri-County Technical College, Pendleton, SC, Phone: 803-646-8361 X2253, Copyright 1994

Developing and Implementing School-to-Work in South Carolina, South Carolina Department of Education, 1429 Senate Street, Columbia, SC 29201, Phone: 803-734-8492, Fax: 803-734-8624

Getting to Work: A Guide for Better Schools , MPR Associates, Inc., 2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704, Phone: 510-549-4551

Holland's Self-Directed Search (SDS) Six Personality Types, Psychological Assessment Resources, Inc., P.O. Box 998, Odessa, FL 33556

Nebraska Innovative School-to-Work Strategies 1997, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987, Phone: 402-471-0948

Opening Minds, Opening Doors: The Rebirth of American Education, CORD Communications, PO Box 21206,

Waco, TX 76702-1206, Phone: 817-772-8756

Oregon Work Based Learning Manual, March 1996, Lane Community College, Cooperative Education Department, 4000 East 30th Avenue, Eugene, OR 97405-0640, Phone: 541-726-2203, Fax: 541-744-4168

The School-to-Work Glossary of Terms, National School-to-Work Office, Washington, DC, July 1996

Teacher Externship Guide: Step-by-Step Procedures for Designing Externships, Boston Public Schools, 26 Court Street, Boston, MA 02108

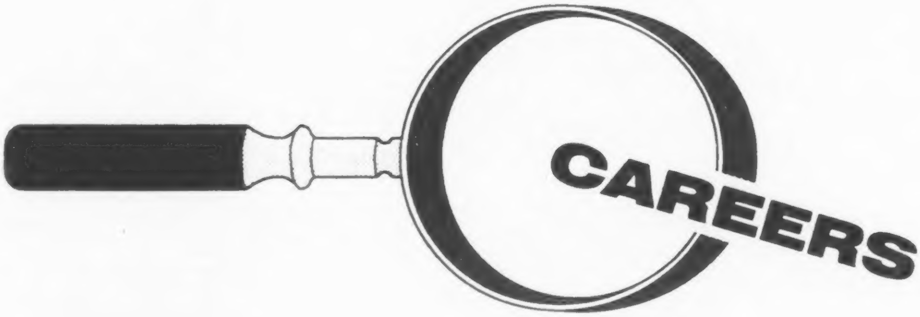
Workplace Learning Strategies Manual, Allan Hancock College, 800 S. College Drive, Santa Maria, CA 93454, Phone: 805-922-6966, EXT 3613

NEBRASKA

Work Based Learning Manual

PART VI

CAREER EXPLORATION ACTIVITIES GUIDE



NEBRASKA STATE DEPARTMENT OF EDUCATION

Kimberly J. Peterson	District 1	Lincoln
Ann Mactier	District 2	Omaha
Beverly J. Peterson	District 3	Oakland
Rick C. Savage	District 4	Omaha
Katherine Endacott	District 5	Pleasant Dale
Terry Loschen	District 6	Grand Island
Kathy Wilmont	District 7	Beaver City
Kathleen McCallister	District 8	Omaha

Douglas D. Christensen, Ph.D.
Commissioner of Education

NEBRASKA INDUSTRIAL COMPETITIVENESS ALLIANCE SCHOOL-TO-CAREERS COMMITTEE

Thomas Whalen, Chair	Silverstone Consulting, Inc.	Omaha
Dennis Baack	Nebraska Community College Association	Lincoln
Craig Broyhill	Broyhill Company	Dakota City
Dr. Doug Christensen	Nebraska Department of Education	Lincoln
Dr. Don Helmuth	University of Nebraska -Lincoln	Lincoln
Dr. Carroll Krause	Nebraska State College System	Lincoln
Maxine Moul	Nebraska Department of Economic Development	Lincoln
Jim Paladino	Omaha Joint Electrical Apprenticeship	Omaha
A.F. "Tony" Raimondo	Behlen Manufacturing	Columbus
Sandy Scofield	Nebraska Math and Science Coalition	Lincoln
Maureen Wenke	Wenke Manufacturing Company	Pender

The Nebraska Work Based Learning Manual was developed by the Nebraska Department of Education through funding provided by the Carl D. Perkins Vocational and Applied Technology Education Act, Grant #V048A1002700 and the School-to-Work Opportunities Act, Grant #9724441 with the State of Nebraska. It is the policy of Nebraska Departments of Education and Economic Development not to discriminate on the basis of sex, disability, race, color, religion, marital status, age or national or ethnic origin in its education programs, admissions policies, employment or other agency-administered programs.

Inquiries about the manual may be directed to: Carol Jurgens, Tech Prep Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE, 68509, 402-471-0948, cjurgens@nde4.nde.state.ne.us

6/98

Part VI - Career Exploration Activities Guide
TABLE OF CONTENTS

EXECUTIVE SUMMARY 1

A. CAREER GUIDANCE AND COUNSELING SERVICES 3
- Overview 3
- Nebraska Success Stories 3

B. CAREER INTERVIEWS 5
- Overview 5
- Nebraska Success Stories 5
- Sample Forms 5

C. JOB SHADOWING 13
- Overview 13
- Setting Up a Job Shadowing Experience 14
- Nebraska Success Stories 16
- Sample Forms 17

D. RESEARCH PAPERS/PROJECTS 35
- Overview 35
- Nebraska Success Stories 35
- Sample Forms 37

BIBLIOGRAPHY 39

CAREER EXPLORATION ACTIVITIES GUIDE

Executive Summary

Career exploration activities provide an opportunity for ***individual*** examination of career options that match a student's interests and aptitudes. They provide an opportunity to learn about what people do for a living and to observe and interact with work based staff to learn more about the demands of the work place. These activities are essential for providing valuable learning experiences that help students think about the world of work and their postsecondary options.

Four types of career exploration activities are described in this guide: Career Guidance and Counseling Services, Career Interviews, Job Shadowing, and Research Papers/Projects. An in-depth examination of a comprehensive career guidance program that assists students in their transition from school to work and/or postsecondary education is provided in this manual. *Part IV - Career Guidance and Counseling*

Career Exploration Activities	
Career Guidance & Counseling Services	Securing work-based learning experiences, learning career development knowledge and skills, and choosing post-high school options are essential elements of an integrated program that links school and work.
Career Interviews	Career interviews arranged, conducted, and reported on by students who have researched the career/career cluster prior to the interview.
Job Shadowing	Job shadows involve student visits to a variety of work places, during which time students observe and ask questions of individual workers
Research Papers/Projects	Research papers/projects that focus on specific careers or class projects such as mock employment interviews and business simulations.

A. CAREER GUIDANCE AND COUNSELING

Overview

In order to make wise decisions, students and their parents need to be familiar with a range of educational and employment options. A guidance program can provide information and experiences to help students and parents become proactive toward achievement of long-term goals.

To increase intelligent career choices, programs in career awareness, career exploration, and career/educational planning should begin at the elementary school level and continue throughout the postsecondary experience. The effort includes familiarizing students with many different career options, providing information on what is required to be successful in these positions, and guiding students to discover and explore their own interests and aptitudes.

Restructuring the guidance program at a school is as necessary as restructuring the instructional delivery system. Guidance is designed to help **all** students make informed decisions about a program of study that prepares them for continued learning at work and/or in an educational setting. Teachers and counselors must work together to integrate guidance activities into the curriculum and involve every teacher as an adviser. The guidance team must understand that career and educational guidance activities are more effective when they are an active part of the curriculum. Guidance for career and educational planning is a partnership of students, parents, and the school.

Part IV of this manual, the *Career Guidance and Counseling Guide*, is an excellent resource for developing or restructurig a comprehensive guidance program that includes a strong career counseling component.

Nebraska Success Stories

COMPREHENSIVE GUIDANCE PROGRAM

Description. A comprehensive competency-based guidance program is designed to reach all students in three basic domains: academic/educational, career/occupational, and personal/social. A curriculum approach to delivery of the guidance program enables counselors to be more proactive than just reactive. Input is derived from school personnel and community representatives, as well as resource materials and activities. The competency-based model is developmental, sequential, and focused on attainment of specified student outcomes.

Unique features of the program include:

- All students (grades 7-12) monitor a Career/Advanced Education Planning Portfolio. Every student graduates with a written Career/Advanced Education Plan. An intermediate (grades 4-6) portfolio will be implemented in 1997.
- An Early Awareness Career/Advanced Education Program is delivered to students in grades 4-7. Tours of college campuses, career speakers, and evening Career/Advanced Education Planning Programs are available in every middle school for students and parents.
- Secondary counselors work with all students, yet specialize by domains.
- A pre-K - 12 guidance curriculum is delivered to all students throughout the district.
- Evaluation is ongoing and focused on specified outcomes to assess student learning.

The Omaha Job Clearinghouse is a vital partner with the district, and programs are focused on common goals and outcomes related to the guidance curriculum. In addition, over 100 community-based agencies assist with delivering the guidance program. Counselors directly deliver the program to students as well as manage resources provided by community agencies.

Program Areas. Careers/Guidance
Grade Level. Pre-K - 12th Grades
Contact. Stan Maliszewski, Omaha Public Schools, 3215 Cuming Street, Omaha, NE 68131-2024, (402) 557-2704

CRITICAL ISSUES - SENIOR PROJECTS

Description. Seniors at Elmwood-Murdock High School complete a senior project through enrollment in Critical Issues, a semester-long course required of all seniors. The purpose of the course is to help students acquire the knowledge, skills, and attitudes to succeed in their diversified roles in society. After instruction in taxation, insurance, community service, meeting management, and job applications, students create a portfolio suitable for expanding throughout their lives. This process takes approximately nine weeks.

The other nine weeks are spent on career exploration and the development of a senior project. The project provides students with the opportunity to research colleges, to identify scholarships, and to shadow individuals in their desired profession. In addition, they explore career-related topics and ultimately demonstrate what they have learned through a self-selected career-based paper, an applied project with supportive research, and a formal presentation, which is given to a panel of individuals from the school and/or community.

Program Areas. Business Education, English
Grade Level. 12th Grade
Contact. Kurk Shrader, Elmwood-Murdock High School, 300 Wyoming Street, Murdock, NE 68407, (402) 994-5745.

B. CAREER INTERVIEWS

Overview

Career interviews are an effective work based learning experience if they are arranged, conducted, and reported on by students who have researched the career/career cluster prior to the interview. Career interviews are often conducted in conjunction with other work based learning experiences such as job shadowing, career fairs, and field trips. They help student relate these experiences to career pathways, related skills requirements, all aspects of an industry, and postsecondary education options.

Nebraska Success Stories

SOPHOMORE CAREER EXPLORATION UNIT

Description. The Sophomore Career Exploration Unit is an opportunity for students of Cedar Catholic High School (CCHS) to explore careers of interest, to practice phone interviewing skills, and to use writing skills. The students will use essential skills learned throughout their education at CCHS, along with new introduced skills, to develop an awareness/understanding of choosing a career area.

These are the components of the career unit: 1) complete a test summary sheet, 2) complete the Nebraska Career Information System (NCIS) Occupation Sort, 3) complete three career summaries, 4) complete two career phone interviews, 5) complete student evaluations, and 6) the guidance counselor will complete a portfolio check to keep a copy of each component in the file for future use.

This unit is used to get the students to really start linking interest areas with a career and then linking this to the workforce. So much was learned during the Senior Job Shadow that it was decided to do some phoning to get additional information from the career professionals without taking up an entire day. The career summaries are not as in-depth as the research paper in the junior year, yet they still get needed career information from them.

Program Areas. Careers/Guidance, English
Grade Level. 10th Grade
Contact. Krista Dybdal, Cedar Catholic High School, 401 South Broadway, Hartington, NE 68739, (402) 254-3906.

Sample Forms for Career Interviews

TITLE	DESCRIPTION	PAGE #
Student Assignment	Time and date of interview and reminder of student tasks	6
Questions to Ask Interviewee	Questions for students to ask their business representative during the interview.	7
Advance Absence Notification	Notification to student's teachers and attendance office of absence.	9
Thank You Letter Criteria	Completed by student after the career interview.	10
Student Observation/ Evaluation Report	Student observations and evaluation of their interviewing experience.	11

SAMPLE

Career Interview
STUDENT ASSIGNMENT

TO: ____
(Name of Student)

FROM: ______________________________ ______________________
(Name of Work Site Learning Coordinator (Phone #)

DATE: ______________________________

SUBJECT: **CAREER INTERVIEW ASSIGNMENT**

Your career interview is scheduled on: ______________________________

from ______________________ to ______________________
(a.m./p.m.) (a.m./p.m.)

with ____
(Name of Business)

Your contact person at the site will be ______________________. His/her phone # is ______________.

Business address is ____.

Please call and confirm the above arrangements with the business person above. You may choose to use the following phone script.

"May I speak with ______________________, please?

Hi, my name is ______________________, calling from ______________________ School

to confirm my career interview appointment on

______________, ______________________, from __________ to __________.
(day of week) (month and day) (beginning time to end time)

Thank you and I look forward to meeting you."

OR, if your contact person is not available, ask if you can leave a message and leave the same information written above.

You do **not** need to leave a telephone number. If they ask for a number, give them the phone number of the Work Based Learning Coordinator. You can also let the person know that there is no need for your host to call you back.

FORMS TO BE COMPLETED	
PRIOR TO CAREER INTERVIEW	**FOLLOWING THE CAREER INTERVIEW**
☐ Obtain Copy of Questions	☐ Observation/Evaluation Report
☐ Advance Absence	☐ Thank You Letter
☐ Confirmation Call to Business	☐ Class Presentation -if required
☐	☐

SAMPLE

Career Interview

QUESTIONS TO ASK YOUR BUSINESS HOST

Student Name____
Name of Person Interviewed______________________________
Name of Business______________________________________
Date of Interview______________________________________

The following guidelines should help you to get the most out of your career interview experience. You should try to ask as many of these questions as possible, but feel free to ask other questions that might also be appropriate .

1. What is the primary mission of this organization?____________________
2. What are the responsibilities of your department?____________________
3. What are your responsibilities?____________________
4. How does your job relate to the overall organization?____________________
5. What other people do you work most closely with?____________________
6. Are computers used on the job? If so, in what capacity?____________________
7. What type of education and/or training does one need to do the job? What type of education/training you had?
8. How did you decide to do this type of work?____________________

9. What do you see as the demand for jobs like yours in the future?____________________

10. What do like *most* about your job?____________________

11. What do you like *least* about your job?____________________

12. What is the salary ranges for someone working in this field? (What is a typical starting salary?) ____________________

13. What basic skills do I need to get in high school?____________________

14. Do you have any advice for me as I consider career options?____________________

15. Anything else that you find interesting! ____________________

****

_________________________has successfully completed a career interview with me today.

Student Name

____________________	____________________
Business Person's Name	Title
____________________	____________________
Date	Organization

NOTE: Complete and return to coordinator. Must be signed by Business Person.

SAMPLE

Career Interview

ADVANCE SCHOOL ABSENCE NOTIFICATION

This is to notify you that ______________________________ will be excused from school on
(Name of Student)

_________________________ to participate in a Career Interview. This is to be treated as a work based learning
(Time and Date)

experience. The student agrees to arrange for make-up work prior to the interview.

Career Interview Location______________________ Date______________ Time________________

PLEASE SIGN BELOW TO INDICATE THAT YOU HAVE BEEN NOTIFIED.

____
(Attendance Office)

____
(Work Based Learning Coordinator)

TEACHER'S SIGNATURE	SUBJECT	Makeup Required	
		YES	NO
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

NOTE: Return to Coordinator

SAMPLE

Career Interview

THANK YOU LETTER FORMAT/CRITERIA

Remember that writing a thank you letter to the individual you interviewed is very important to the success of our program. Write your letter and prepare an envelope the same night that you do your interview. It is important to return your note to the Work Based Learning Coordinator the following day.

When you write your letter remember to do the following:

1. Be neat.
2. Watch your spelling.
3. Begin your letter with a sentence that specifically thanks the employer for allowing you to spend time at his/her place of work. For example, "Thank you for taking time out of your schedule to meet with me yesterday."
4. State something specific that you learned or enjoyed during the interview. For example, "I learned a great deal about how an engineer uses computers and I really enjoyed taking a tour of the facility."

SAMPLE THANK YOU LETTER

March 1, 1998

Name
Title
Company
Street Address
City/State/Zip

Dear Mr. ________________;

Thank you for giving me the opportunity to interview you yesterday. I realize that this took time away from your regular responsibilities, and I am most grateful for all the information that you were able to provide regarding your job at ACME.

Last evening, as I shared my experiences with my friends and family, I became more convinced that the field of accounting is the correct field for me. My math, organizational and computer skills are right in line with the skills and abilities needed in the accounting field. I plan to take more computer classes next trimester as you suggested.

Now that I am convinced that the Business & Management CAM Endorsement area and the accounting field should be my focus, I will be able to set some goals for my education plan. Again, thank you for your part in enabling me to plan for my future.

Sincerely,

Your Name
Address
City/ State/Zip

Use your own words and personalize your letter for your situation.

SAMPLE

Career Interview

STUDENT OBSERVATIONS/EVALUATION

Work Site________________ Student________________

Business Person Interviewed________________

Department________________ Date________________

Time Reported in for Interview ________

Time Reported out after the Interview________

1. What was the position of the person you interviewed? ________________
2. Was he/she prepared for your visit? ________________
3. How would you rate your career interviewing experience?

   ☐ Excellent ☐ Good ☐ Not Very Good
4. Describe your experience ________________
5. Write down one interesting thing you learned ________________
6. What skills are necessary to work in the job you interviewed? ________________
7. What kind of training/education is necessary to work in this job? ________________
8. Did the experience change your mind about your career plans?

   ☐ Yes ☐ No
9. Comments: ________________

NOTE: Return to your Work Based Learning Coordinator

C. JOB SHADOWING

Overview

Job shadows involve student visits to a variety of work places, during which time students observe and ask questions of individual workers. This is a one-on-one experience and is one of the most popular work based learning activities because it provides students with opportunities to gather information on a wide variety of career possibilities before deciding where they want to focus their attention.

Classroom exercises conducted prior to and following the job shadow are designed to help students connect their experience to their course work and relate the visits directly to career pathways, related skills requirements, all aspects of an industry, and postsecondary education options. The purpose of the student's research and writing is the school connection. In some areas, students are asked to contact the "employer" to confirm the appointment. Usually the WBL coordinator has made the appointment, and secured the appropriate authorizations from parents, school and employer.

Evaluation. It is customary to have the student identify the job, research the pay, nature of the job, what he/she expects to get from the experience and then, following the experience, to write about the experience he/she had during the shadowing. The school personnel (classroom teachers and/or WBL coordinator) responsible for the student's involvement in the job shadowing experience should provide structured school site activities that connect the student's experience at the job-site with learning at school.

Legal Issues. All state and federal child labor laws must be followed for learners under the age of 18. These requirements are defined in this manual, *Part IX - Nebraska Work Based Learning Legal Issues Guide.*

Insurance. The following insurance considerations should be understood by parents, school administrators and employers:

- *Health/Life Insurance* - provided by student's family; however, employers are responsible for offering coverage for students in paid work site learning experiences if similarly classified employees are eligible for these benefits.
- *Automobile Accident Insurance* - provided by the student/parent (for travel to and from work site) unless transportation is provided by the district.
- *Accident/Liability Insurance* - Insurance for personal injury or property damage should be carried by the employer, school district, and family. Additional liability (malpractice) insurance may be advisable in the health care field.
- *Worker's Compensation* - Students participating in paid work site experiences are covered by worker's compensation and may be covered by the school district's policy or the employer. Students participating in non-paid work site experiences are not covered by worker's compensation, but if injured at the work site may be covered by the school district or businesses's liability insurance and/or their family insurance
- *Medical Treatment Waiver.* Parents sign a waiver for student's participation in a work site learning experience.

Sources of Funding. Possible sources of funding for job shadowing experiences include: local schools, the Nebraska Department of Education, Vocational-Technical Education, Tech Prep, School-to-Careers, Educational Service Units, local business and industry partner, etc.

Time Commitment. It is a short-term experience (usually 4-8 hours at the "employer's" work site) and can take place from the 7th through 12th grade, although the earlier the shadowing begins the better.

Training Agreement/Training Plan. Agreements are signed by the student, parents, school coordinator, and employer that outline the responsibilities of all parties and describe the school site and work site competencies to be attained.

Transportation. Students and parents should provide transportation. In some cases, the school or school district may make transportation arrangements for students to and from the work site.

Wages. Student are not paid for participating in job shadowing experiences.

Setting Up a Job Shadowing Experience

1. Identifying Host Sites	The first step in setting up a shadowing experience is finding employers who are willing to host students. Many districts mail interest forms to different organizations within the community to establish a pool of possible sites. Students may also identify possible sites on their own or with the help of parents. For more detailed information on this subject, see the *Marketing and Work Site Development Guide*, Part III in this manual.
2. Making Appointments	For many students, contacting the organization and setting up dates and times to visit can be a valuable part of the learning experience. If the student already has a contact within the organization, encourage him or her to make connections through that person. If necessary, provide the student with the name and number of a contact person. Make sure that the program coordinator is aware of the arrangements that have been made.
3. Confirming Plans	Students should contact the host to confirm arrangements and answer any questions about job shadowing.
4. Preparing Students	Students need to be thoroughly prepared before they go out on a job shadow. In addition to classroom preparation that focuses on research and exploration, there are practical concerns to be addressed as well. Many districts provide students with job shadow kits that contain a combination of the following: **Permission slips.** Your district may require a variety of permission slips for activities which take students off school property. Permission slips are the most effective means of making sure that students, parents and teachers are informed about the activity. **Parents**—Parents should know where their children are going and why. Some districts include permission slips at the end of an informative letter about the job shadow experience. Permission slips should also cover transportation needs and medical emergencies. **Teachers**—Students should also be given a form on which each of their teachers can indicate that they have been informed about missed class time and provide instructions for make-up work. **Outline of dress and behavior expectations.** While the classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of the dress code at each work site and discuss appropriate attire with students. Students should also be informed about sexual harassment issues. **Questions to ask during the visit.** Students won't always know what questions to ask of their host. It may be helpful to provide students with a list of questions about career opportunities, educational requirements and job descriptions. These questions may also be used as research information in a follow-up activity or as the foundation for further exploration. **Thank you letter instructions.** A thank you letter to the job shadow host is very important. Many districts provide students with a sample thank you letter to use as a model. Encourage students to include at least one thing they learned or one classroom lesson that was reinforced during the visit. Thank you letters should be reviewed by a teacher prior to being sent to ensure grammatical correctness, etc. (Perhaps as part of a class assignment). **Evaluation materials**. Ask students to evaluate their shadowing experiences. Evaluations can also be included as part of a follow-up activity in which students write or talk about their experiences.

Setting Up a Job Shadowing Experience

5. Preparing Employers	Employers must be thoroughly prepared for the job shadowing experience. Make sure that employers are aware of everything that they are expected to do. Many districts prepare a handbook for employers which contains a combination of the following: **An overview of legal responsibilities**. Although the job shadow is less complicated legally than other work based learning activities, there are still some legal issues that employers should be aware of. Make sure job shadow hosts understand potential liabilities in advance. **Instructions for working with young people.** Many professionals are unaccustomed to the unique challenges of communicating and working with young people. Remind hosts that they may be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage hosts to provide as many active learning experiences as possible. **Activity suggestions.** If time allows, hosts should conduct mock interviews as a means of making the experience realistic for students. Hosts should also try to give students as accurate representation of the day-to-day activities of the work site by following their normal routines as much as possible. **Use of basic skills.** Encourage employers to emphasize the ways in which mathematics, language, science, writing, listening and interpersonal skills are used in the workplace. **Checklist**. Employers will probably find a checklist very useful. Checklist items might include: arranging parking, assigning hosts to individual students, preparing to interview students, collecting company brochures to give to students and informing other members of the organization about impending activities. **Copies of student questions.** Help employers to be better prepared by letting them know what kinds of questions students will be asking. **Evaluation materials**. Employer response to the job shadow program is essential for maintaining a successful operation. Provide employers with forms on which they can evaluate student participation, as well as the program itself.
6. Connecting the Classroom to the Work Site	It is important to make the job shadowing experience meaningful by connecting it to classroom learning. Connecting activities can take place at all stages of the shadowing experience. **Pre-experience Activities** ◆ Students research the general career fields and specific organizations in which they will be shadowing ◆ Students write about their preconceptions and expectations for the job shadow ◆ Students prepare questions to ask their hosts based on their research and writing ◆ Students and teachers discuss professional standards for behavior and dress ◆ Teachers emphasize practical applications of the concepts and skills they teach in class **On-site Activities** ◆ Students ask hosts about the ways in which different academic subjects relate to their work ◆ Students observe practical applications of academic concepts ◆ Students ask hosts about their career paths and suggestions they have for others who are interested in the field **Post-experience Activities** ◆ Students write about the differences between their expectations and the realities of the workplace ◆ Students and teachers discuss the connections they see between classroom learning and the workplace ◆ Students write, revise, and send thank you letters to employers ◆ Students continue their career research in light of what they have learned during the job shadow experience

EMPLOYMENT IN AGRICULTURE

Description. During the first semester of the school year, the students in the Employment in Agriculture class at Bloomfield High School were involved in a job-shadowing project. These students went out during school time and observed a business in the community. In almost every case, the students actually did some of the work by the end of their time in the business.

The program was set up so that the students go to the business during the Employment in Agriculture class which is approximately 45 minutes per day. They all had permission forms from their parents to allow them to drive or ride with another student. They went out for four days a week, Monday through Thursday, for four weeks, a total of seventeen days. On Fridays they came back to the classroom to discuss what they had learned.

This program involved eighteen students in fifteen different businesses. The businesses were mostly agricultural in nature and included farm co-ops, implement dealers, a newspaper, a florist, a veterinarian, an insurance office, a hardware store, and two government agencies. The students had some choice as to which business they wanted, although this was limited by the number of businesses participating and the fact that several businesses requested particular students.

The program received excellent marks from both the students and the businesses. The biggest criticism was that the students were not in the business for a long enough time period during the day. They would start a project, but would rarely be able to finish it in the time allotted. On the whole, however, it was a very positive experience for the students and will probably be tried again in some form.

Program Areas. Agriculture Education
Grade Level. 10 - 12th Grades
Contact. Brent Boettcher, Bloomfield Community Schools, PO Box 308, Bloomfield, NE 68718, (402) 373-4800.

SENIOR JOB SHADOW PROJECT

Description. The goals for the Senior Job Shadow Project are to provide the student with the opportunity to explore an actual job shadowing experience, to research a prospective career, to demonstrate essential communications skills and to practice letter-writing skills for job application purposes.

These are the components for the Career Unit: 1) interview with the Guidance Counselor to help choose a job shadow site and phone that career professional, 2) write a confirmation letter that is sent to the career professional, 3) write a letter of application, 4) update resume, 5) prepare an interview questionnaire for Job Shadow, 6) complete Job Shadow Experience, 7) write a thank-you letter to the career professional, 8) complete the following letters as classroom assignment only: letter of acceptance, letter declining offer, follow-up letter to a rejection, 9) complete two career video summaries or speaker summaries, 10) give an oral presentation detailing Job Shadowing experience, 11) complete unit evaluation, and 12) Guidance Counselor creates a portfolio check to keep a copy of each component in the file for further use.

Early in the year, the seniors are asked to choose a workplace that they would be interested in spending a day job shadowing a career professional. The next step was to phone that person (only 2 out of 42 declined on the first call!). They followed up the phone call with a confirmation letter to the career professional. A list of questions was prepared to ask the career professional. The students spent class time writing additional letters that would be used when applying for a position, either watching career videos or listening to career speakers and completing summaries of the video or speaker. All students were sent out on the same day, only one student per business, and went to businesses in Omaha, Norfolk, Yankton, and Hartington. The students who went to different towns seemed to have a more rewarding experience. Upon completion of the Job Shadow, the students presented a 10-15 minute summary of their experiences to their classmates.

Program Areas. Careers/Guidance, English
Grade Level. 12th Grade
Contact. Krista Dybdal, Cedar Catholic High School, 401 South Broadway, Hartington, NE 68739, (402) 254-3906.

Sample Forms for Job Shadowing

TITLE	DESCRIPTION	PAGE #
STW Training Agreement	Agreement signed by the student, parents, school coordinator, and employer that spells out the responsibilities of all parties.	18
Insurance and Emergency Information	Insurance, medical, and family information for student.	19
Shadowing Training Agreement	Clarifies the agreed upon responsibilities of the student, parent, school, and employer in carrying out the job shadowing experience.	20
Shadowing Training Plan	Describes the student competencies resulting from the shadowing experience.	21
Parent Information Letter	Sent by WBL coordinator informing parents of child's participation.	22
Business Participation Form	Recruitment flier to be sent to businesses by WBL coordinator	23
Student Assignment	Time and date of job shadowing and reminder of student tasks.	24
Questions to Ask Business Host	Questions for students to ask their business host during the job shadowing experience.	25
Advance Absence Notification	Notification to student's teachers and attendance office of absence.	27
Activities for Business Host	Suggested activities/materials to cover during the job shadow.	28
Business Host Evaluation	Business host evaluation of the program and student who shadowed.	29
Thank You Letter Criteria	Completed by student after the job shadowing experience.	30
Student Observation/ Evaluation Report	Student observations and evaluation of their job shadowing experience.	31
List of Program Participants	Record of students participating in job shadowing program.	32
Coordinator Site Visits	Record of coordinator site visits.	33
Business Host Set up Request	Teacher request to school-to-careers coordinator to set up job shadowing.	34

SAMPLE

School-to-Work
TRAINING AGREEMENT

Student Name: ______________________________ Telephone: ______________________
Street: ____________________ Date of Birth: __________ Social Security #: ______________________
City: ____ ___State: __________ Zip: __________
Parent's Name: ____________________ Address __________ ___State: __________ Zip: __________

Employer Name: ______________________________ Telephone: ______________________
Employer Address: ____

Days per Week: __________ Hours per Day: __________ Hours __________ A.M. and ______________ P.M.
School Name: ______________________ School Location: ______________________
Career Cluster: ______________________ Training/Occupation Title: ______________________

Work-Based Learning Activity: (Check all that apply)

☐ Apprenticeship
☐ Preapprenticeship
☐ Registered Apprenticeship
☐ Clinical Work Experience
☐ Cooperative Education
☐ Field Trip
☐ Internship/Practicum
☐ Job Shadowing
☐ Mentorship
☐ Part Time Work
☐ Service Learning Projects
☐ WECEP
☐ Other ______________
☐ Other ______________
☐ Other ______________

EMPLOYER'S RESPONSIBILITIES IN SCHOOL-TO-WORK. The employer agrees to place the trainee in the activity specified above for the purpose of providing occupational experience of instructional value. The activity will be under the supervision of a qualified supervisor and will be performed under safe and hazard free conditions. The trainee will receive the same consideration given employees with regard to safety, health, social security, general work conditions and other policies and procedures of the firm. The employer will adhere to all State and Federal Regulations regarding employment, child labor laws and minimum wages, and will not discriminate in employment policies, educational programs or activities for reasons of race, sex, color, religion, national origin, marital status, age or handicap. The student will not displace a regular worker.

STW COORDINATOR'S RESPONSIBILITIES IN SCHOOL-TO-WORK. The teacher/coordinator agrees to visit each trainee at the training station and will continue a close working relationship with the person to whom the trainee is responsible while on the job. The teacher/coordinator shall attempt to resolve any complaints through the cooperative efforts of all parties concerned. The teacher/coordinator will meet with each trainee's parent and/or guardian prior to placement and during the school year. The local education office will keep each trainee's Training Agreement on file for three (3) years.

PARENT'S/GUARDIAN RESPONSIBILITIES IN SCHOOL-TO-WORK. Parent and/or guardian agree for the student to participate in School-to-Work as provided by the public schools.

STUDENT'S RESPONSIBILITIES IN SCHOOL-TO-WORK: The trainee agrees to follow rules and guidelines established by the school, employer and coordinator with regard to hours of work, school attendance and reporting procedures.

HAZARDOUS OCCUPATIONS EXCEPTION. Will the student be involved in a hazardous occupation as defined under the Federal Child Labor guidelines? ______YES ______NO (If yes, complete the **Student Learner Exemption Agreement**.)

Parents agree to arrange transportation for their child to and from the work site. By signing this form they are giving permission for their child to receive emergency medical treatment in case of injury or illness. They also understand that school personnel will not be present when the student is at the site and will not be responsible for their child. All signatories agree to comply with the responsibilities specified in the training agreement.

______________________ Date__________
Student

______________________ Date__________
STW Coordinator

______________________ Date__________
Parent or Guardian

______________________ Date__________
Employer

____
Employer's Insurance Carrier

____
Carrier's Contact Person

SAMPLE

School-to-Work

INSURANCE AND EMERGENCY INFORMATION

PERSONAL DATA

Student's Name________________ Birth Date____________

Student's Home Address________________ City________ State___ Zip______

Student's Social Security Number____________ Home Phone____________

School Name__________ Address____________ Phone__________

INSURANCE COVERAGE

Insurance Coverage	Yes/No	Family	School	Employer
Liability and/or Bonding				
Workers' Compensation				
Health/Accident				

Name of H/A Ins. Co.________________ Insured________ Policy #________

NOTE: Please identify who is providing coverage by placing an (X) in the appropriate box.

STUDENT MEDICAL INFORMATION

List medical information about the student that would be helpful in case of an emergency.

Allergic to medications? ______ YES ______ NO

If yes, what medications? ________________________

List any allergies or other medical problems of the student. ________________

FAMILY INFORMATION

Parent/Guardian Name________________ Work Phone__________
Work Name/Address________________________

Parent/Guardian Name________________ Work Phone__________
Work Name/Address________________________

Parent/Guardian Home Address________________ Home Phone__________
Emergency Contact________________ Phone__________

SIGNATURES

I consent for my child to receive emergency medical treatment in case of injury or illness. The information provided is accurate to the best of my knowledge.

Parent/Guardian's Signature____________________ Date__________

Student's Signature____________________ Date__________

Note: **This form should be kept on file at school. If the student is participating in a STW activity, a copy should also be on file at the work site**

SAMPLE

Job Shadowing
TRAINING AGREEMENT

Learning about business is simpler for students who, through observation or otherwise, gain an understanding of how the world of business works. Businesses have offered students opportunities to visit to gain an understanding of what a typical business day is like for workers and how they accomplish their work. Each business has a person who is knowledgeable and will be the student's host. **School personnel may not have visited the business site, may not have met the hosts, will not be present when student is at the site, and will not supervise the visits**. Students will shadow their hosts for part or all of the day. In order to take part in the program, students must complete and return this agreement.

Shadowing Student's Name________________ SS #________ Age______

Address________________ City________ State________ Zip______

Home Phone________________ Date of Birth________ Grade Level______

STW Coordinator________________ Phone #______

School________________

Parent Guardian________________ Phone #______

Job Shadow Site____________ **Phone #**________ **Address**____________

Date of your visit____________ **Time**________ **am/pm to** ________ **am/pm**

Travel arrangements________________

ALL PARTIES JOINTLY AGREE TO THE FOLLOWING

1. There will be **no** monetary compensation for participation in the shadowing program.
2. Experience shall be at a business/industry site directly related to the occupational interest expressed by the student.
3. Student is responsible for contacting their host to confirm the date and time of the visit.
4. The parent or guardian shall be responsible to the school for the conduct of the student participating in the program.
5. Safety instruction will be provided by the employer.
6. Appropriate accident, liability, and worker's compensation insurance coverage will be provided.
7. This agreement may be terminated after consultation with the coordinator, for due cause, or for unforeseen business conditions.
8. The shadowing site shall conform with all Federal, State, and local labor laws while providing the student with a variety of observation experiences.
9. The shadowing site shall provide an evaluation of the student after the experience.
10. The student will remain at the shadowing site for the identified minimum of time.
11. The parent or guardian will provide transportation for the student to and from the shadowing agency.
12. Students will be accepted and be assigned to shadowing sits without regard to race, color, national origin, sex, handicap, or disadvantage.

SIGNATURES

I give permission for my son/daughter to be released from school to visit the site listed above for the purpose of job shadowing and agree with the travel arrangements listed. I understand that school personnel may not have visited the site, may not have met the host, will not be present when student is at the site, and will not supervise the visits.

Parent/Guardian________________ Date________

Student________________ Date________

Coordinator________________ Date________

Employer________________ Date________

Return this form with all signatures at least 5 days before your visit so you will be cleared with attendance.

SAMPLE

Job Shadowing
TRAINING PLAN

Student Name________________________ Social Security #________________ Age__________

Home Address________________________ Home Phone________________ Birth Date__________

Student's Career Objective____

School-to-Career Coordinator________________________________ Phone__________

School/Address____

COMPETENCIES TO BE DEVELOPED
(List competencies the student will need to complete.)

COMPETENCY	Date of Evaluation
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

SIGNATURES

Instructor's Signature ________________________________ Date__________

Student's Signature ________________________________ Date__________

NOTE: **It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.**

SAMPLE

Job Shadowing
PARENT INFORMATION LETTER
(Sent on school letterhead)

Date

Dear Parent:

As we enter the 21st Century it is apparent that the community will become a very important learning resource for our students. Next semester your son or daughter will experience a job shadow opportunity in a local business as part of his/her classroom requirement.

The information gleaned from this experience should relate to the course work and will be shared with other students through oral or written reports—assignments designed by the classroom teacher. Students will develop interview skills as they apply for the job shadow opportunity. The shadow experience should be a minimum of three hours.

Both the interview and the job shadow opportunity may take place after school, if most convenient, or the student may be excused from morning or afternoon classes to take part in this activity. Please discuss transportation with your son or daughter. If transportation is a problem, the student should confer with our staff for solutions. Expanded community-based learning opportunities are available later in the school year if your son or daughter is interest in them—including internships, senior projects, mentoring, and other structured work experiences.

Please call our office if you have any further questions. (000-000-0000)

Sincerely,

Name
Title

SAMPLE

Job Shadowing
BUSINESS PARTICIPATION FORM

Background. Students from ______ School are participating in a job shadow program. Job shadows are part of a career exploration program aimed at better preparing our students for the work force of the 21st Century. We hope to make classroom learning more relevant to what goes on the in the "real world".

What is a Job Shadow. A job shadow is an opportunity for a student to spend approximately three hours with one or more employees at a business, non-profit organization or government agency. The objective is to provide the student with a opportunity to learn as much as possible from a person working at a job in which he/she ha expressed an interest. By "shadowing" a worker, the student will get a first-hand perspective of what adults do in the world of work. Additionally, the student will better understand the process of career exploration.

During a job shadow, host businesses are encouraged to perform their normal work activities with a willingness to talk to students about their work and its significance in the organization. Students will be encouraged to ask questions of their host employer(s) such as "What do you like about your job?" Or "What kind of training do you need?" Students will not be expected to do "real work", they are there to **observe only**.

It is important to note that your willingness to accept a student into your world will be a big boost for his/her self-esteem. For many students this job shadow will be their first entry into the "real world" as well as the first time they leave their "comfort zone".

Expectations of Business Host
- Accept a phone call from the Work Based Learning Coordinator to confirm a job shadow appointment with you.
- Simply be yourself and let the student observe you at work. Explain the important aspects of your job and how you relate to others in the organization. Answer the student's questions as best you can.
- Complete a brief evaluation of the job shadow experience (5 minute questionnaire).

Expectations of Students
- Check with the Work Based Learning Coordinator to confirm job site location and appointment.
- Arrange transportation to and from job shadow site.
- Dress appropriately. Ask relevant questions of host business and report back using designated form. Obtain signature of employer to verify the experience. Thank business person.

Other Information. Students are on a limited time schedule. They will be excused from school for time spent on the job shadow and time traveling to and from the work site. Job shadows are to be completed Monday through Friday from 8-4.

How Do I Get Involved? Simple fill out the following form and return to the Work Based Learning Coordinator at ____ School, address, city, state, zip or call 000-000-000 or FAX 000-000-000. A FAX would be greatly appreciated.

☐ **YES!** My business/organization is interested in participating in the ____ School Job Shadowing Program.

Company Name______________________________Type of Business______________________________

Contact Person______________________________Address__________________________Phone____________

Brief Description of Your Job____

Brief Description of Your Organization____

I would prefer to host a student(s) during: ____morning (8-12) ____afternoon (12-4) ____weekday (M,T,W,Th,F)

Best time to call________________ ____weekend (Sat, Sun)

Other people from my organization who might be interested in participating______________________________

____

☐ Our business has not been cited for State or Federal safety and health violations during the past five years.

SAMPLE

Job Shadowing
STUDENT ASSIGNMENT

TO: ______________________________
(Name of Student)

FROM: ______________________________ ____________
(Name of Work Site Learning Coordinator (Phone #)

DATE: ______________________________

SUBJECT: **JOB SHADOWING ASSIGNMENT**

Your job shadowing experience is scheduled on: ______________________________

from ______________________ to ______________________
(a.m./p.m.) (a.m./p.m.)

with ______________________________
(Name of Business)

Your contact person at the site will be ________________. His/her phone # is ____________.

Business address is ______________________________.

Please call and confirm the above arrangements with the business person above. You may choose to use the following phone script.

"May I speak with ____________________, please?

Hi, my name is ____________________, calling from ________________ School

to confirm my Job Shadowing appointment on

____________, ________________, from ________ to ________.
(day of week) (month and day) (beginning time to end time)

Thank you and I look forward to meeting you."

OR, if your contact person is not available, ask if you can leave a message and leave the same information written above.

You do **not** need to leave a telephone number. If they ask for a number, give them the phone number of the Work-Based Learning Coordinator. You can also let the person know that there is no need for your host to call you back.

FORMS TO BE COMPLETED			
PRIOR TO JOB SHADOWING		**FOLLOWING THE JOB SHADOWING**	
☐ STW Training Agreement	☐ Obtain Copy of Questions	☐ Observation/Evaluation Rep.	☐ Thank You Letter
☐ Job Shadowing Agreement	☐ Advance Absence	☐ Class Presentation -if required	☐
☐ Training Plan	☐ Confirmation Call to Business	☐	☐
☐ Insurance/Emergency Info	☐		

SAMPLE

Job Shadowing

QUESTIONS TO ASK YOUR BUSINESS HOST

Student Name________________________________

Business Host ________________________________

Date of Job Shadow________________________________

The following guidelines should help you to get the most out of your job shadow experience. You should try to ask as many of these questions as possible, but feel free to ask other questions that might also be appropriate .

1. What is the primary mission of this organization?________________________

2. What are the responsibilities of your department?________________________

3. What are your responsibilities?________________________

4. How does your job relate to the overall organization?________________________

5. What other people do you work most closely with?________________________

6. Are computers used on the job? If so, in what capacity?________________________

7. What type of education and/or training does one need to do the job? What type of education/training you had?

8. How did you decide to do this type of work?________________________

9. What do you see as the demand for jobs like yours in the future?

10. What do like *most* about your job?

11. What do you like *least* about your job?

12. What is the salary ranges for someone working in this field? (What is a typical starting salary?)

13. What basic skills do I need to get in high school?

14. Do you have any advice for me as I consider career options?

15. Anything else that you find interesting!

****

____________________ has successfully completed a job shadow with me today.

Student Name

Business Host	Title
Date	Organization

NOTE: Complete and return to coordinator. Must be signed by Business Host.

SAMPLE

Job Shadowing

ADVANCE SCHOOL ABSENCE NOTIFICATION

This is to notify you that ______________________________ will be excused from school on
(Name of Student)

________________________ to participate in Job Shadowing. This is to be treated as a work based learning experience. The student agrees to arrange for make-up work prior to the job shadowing.

Job Shadow Location______________________ Date_______________ Time_____________________

PLEASE SIGN BELOW TO INDICATE THAT YOU HAVE BEEN NOTIFIED.

____
(Attendance Office)

____
(Work Based Learning Coordinator)

TEACHER'S SIGNATURE	SUBJECT	Makeup Required	
		YES	NO
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

NOTE: Return to Coordinator

SAMPLE

Job Shadowing

SUGGESTED ACTIVITIES FOR BUSINESS HOST

Name______________________ Home Phone______________________

School______________________ School Phone______________________

Coordinator______________________

Shadowing Agency______________________

Shadowing Supervisor______________________

Shadowing Occupation______________________

SUGGESTED ACTIVITIES

1. Introduce the student to the staff.
2. Explain the occupation being observed.
3. Tour the facility (if possible/practical).
4. Create a small activity for the student to perform which is related to the career. This activity could be planned in advance of the student's arrival.
5. Expose the student to the same routine a new employee would experience.
6. Answer questions that the student has regarding the job.

OFFER ANSWERS TO THE FOLLOWING QUESTIONS

1. Describe the employee's occupation. (What are his/her duties?)
2. Describe the working conditions associated with the employee's position (i.e., physical working conditions, amount of overtime required, stress level, amount of responsibility, amount of travel required, etc.).
3. What is the employee's educational background? What school subjects does he/she feel would be most helpful to prepare for this position?
4. What does the employee enjoy most about this position?
5. What does the employee find most difficult, stressful, etc., about this position?
6. What recommendations would the employee offer to someone who is interested in entering a similar position?
7. In the employee's opinion, what type of attitude, personality traits, or personal characteristics are important in order to be successful in his/her career field?
8. What opportunities are there for advancement in this career field?
9. Describe this employee's role in supervision.
10. What are the starting salaries and educational requirements at this company for persons who hold positions similar to the one that the student is observing today?
11. What does this company do to encourage its employees to continue their education?
12. What are some good ways for the student to find out about this career?

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

SAMPLE

Job Shadowing
BUSINESS HOST EVALUATION

Thank you for participating in the Job Shadowing Program and hosting a high school student. In an effort to improve the Job Shadowing experience for employers and students we would appreciate you completing this evaluation.

Company Name: ______________________________

Employee Name/Title: ______________________________

Student Name: ______________________________

1. Please indicate the level of job interest demonstrated by the student.

☐ Not interested ☐ Moderately uninterested
☐ Somewhat interested ☐ Very interested

2. Did the student ask questions directly related to the application of skills required for the job?

☐ Yes ☐ No

3. Did the student ask questions about training/education required to perform the job?

☐ Yes ☐ No

4. Did the student have the opportunity to interact with more than one individual during the Job Shadowing experience?

☐ Yes ☐ No

5. Did the student dress appropriately for the environment in which the Job Shadowing took place?

☐ Yes ☐ No

6. Please comment on the amount of time that was required for the Job Shadowing experience:

Days ______________ Hours ______________

☐ Too long ☐ About right ☐ Not enough time

7. What could have been done to help make the experience more meaningful for the student and/or the employers?

____

____

8. Would you participate in the Job Shadowing Program again?

☐ Yes ☐ No

Comments ______________________________

____

____

Return to: Work Based Learning Coordinator ______________________________
School Address ______________________________ City/State/Zip ______________

SAMPLE

Job Shadowing

THANK YOU LETTER FORMAT/CRITERIA

Remember that writing a thank you letter to your job shadow host is very important to the success of our program. Write your letter and prepare an envelope the same night that you do your job shadow. It is important to return your note to the Work Based Learning Coordinator the following day.

When you write your letter remember to do the following:

1. Be neat.
2. Watch your spelling.
3. Begin your letter with a sentence that specifically thanks the employer for allowing you to spend time at his/her place of work. For example, "Thank you for taking time out of your schedule to meet with me during my job shadow yesterday."
4. State something specific that you learned or enjoyed during the job shadow. For example, "I learned a great deal about how an engineer uses computers and I really enjoyed taking a tour of the facility."

SAMPLE THANK YOU LETTER

March 1, 1998

Name
Title
Company
Street Address
City/State/Zip

Dear Mr. ________________:

Thank you for giving me the opportunity to shadow you yesterday. I realize that this took time away from your regular responsibilities, and I am most grateful for all the information that you were able to provide regarding your job at ACME.

Last evening, as I shared my experiences with my friends and family, I became more convinced that the field of accounting is the correct field for me. My math, organizational and computer skills are right in line with the skills and abilities needed in the accounting field. I plan to take more computer classes next trimester as you suggested.

Now that I am convinced that the Business & Management CAM Endorsement area and the accounting field should be my focus, I will be able to set some goals for my education plan. Again, thank you for your part in enabling me to plan for my future.

Sincerely,

Your Name
Address
City/ State/Zip

Use your own words and personalize your letter for your situation.

SAMPLE

Job Shadowing

STUDENT OBSERVATIONS/EVALUATION

Work Site________________________ Student________________________

Business Host____

Department________________________ Date________________________

Time Reported in at Site____________

Time Reported out at Site____________

1. Who was your department supervisor? ________________________

2. Was he/she prepared for your visit? ________________________

3. How would you rate your job shadowing experience?

☐ Excellent ☐ Good ☐ Not Very Good

4. Describe your job shadowing experience ________________________

5. Write down one interesting thing you learned ________________________

6. What skills are necessary to work in the job you shadowed? ________________________

7. What kind of training/education is necessary to work in this job? ________________________

8. Did the experience change your mind about your career plans?

☐ Yes ☐ No

9. Comments: ________________________

NOTE: Return to your Work Based Learning Coordinator

SAMPLE

Job Shadowing

LIST OF PROGRAM PARTICIPANTS

Coordinator's Name____

School____

Student's Name	Shadowing Site	Site Address	Telephone Number	Site Supervisor
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

SAMPLE

Job Shadowing
SCHEDULE OF COORDINATOR SITE VISITS

Coordinator's Name____

For the Period____________________ 19____ to ____________________ 19______
(Beginning) (Ending)

Date	Time	Shadowing Site Visited	Student

____
(Coordinator Signature)

SAMPLE

Job Shadowing
BUSINESS HOST SET UP REQUEST

We are privileged to set up shadowing for your students. Please provide us with the following information:

Teacher Name____________________ School____________________

Class____________________ Grade of Students____________________

Date for Shadowing____________________ 2nd Choice____________________

Number of Students____________________ Length of Time Allowed for Shadowing____________________

Please attach a list of students and career interests to this request.

GUIDELINES

1. Request shadow arrangement at least 4 weeks in advance.
2. If you are setting a certain day aside, please keep in mind you may need to be flexible.
3. Have your students use NCIS to narrow down career interests first.
4. Help your students learn something about the business or career they are shadowing.
5. Help your students develop questions to ask at the business.
6. Have your students call the business to set up the time of arrival, date, and ask what clothing is appropriate.
7. Remind your students that their conduct reflects on their school, as well as their teacher, parents, and especially themselves. (They may want to work in the business in the future.!)
8. Make sure your students understand they need to arrive at the business on time.
9. If your student is unable to fulfill the shadowing commitment either the student or someone from the school **MUST** call the business and the office to let them know.
10. Have your students write a thank you note to the business. Send one to the owner or manager and one to the person(s) who gave the tour, if they are different. (Remember the reason most people stop volunteering is because they are not thanked!!)
11. Have your students fill out and return the Student Observation/Evaluation Report.

AFTER RECEIVING YOUR REQUEST WE WILL

1. Call the businesses to line up shadowing arrangements.
2. Make every effort to return to you within 10 days a list of business contacts with whom your students can make shadowing appointments.
3. Survey the business contacts about their experience and send you copies of those surveys

MAIL REQUEST TO

Name____________________
School-to-Careers Facilitator____________________
Address____________________
City/State/Zip____________________
Phone____________________

D. RESEARCH PAPERS/PROJECTS

Overview

Research papers/projects that focus on specific careers or class projects such as mock employment interviews and business simulations are an effective way of reinforcing other work based learning experiences and are often conducted in conjunction with other experiences such as job shadowing, career fairs, and field trips. They help student relate these experiences to career pathways, related skills requirements, all aspects of an industry, and postsecondary education options.

Nebraska Success Stories

AIRLINES FROM THE GROUND UP

Description. This course is a combined effort with the School to Work, Excel and Take Your Community to Work programs. In conjunction with these three aspects of preparing students for employment, a program has been developed between the Lincoln Public Schools and United Airlines.

Each semester 6-12 students are selected for a unique opportunity to interact with positive role models and gain skills in job preparedness and career choices. After the selection process, each student begins to develop his/her career portfolio through the Excel program. During this time they visit the Lincoln Municipal Airport for a variety of informational activities. This includes a tour of the airport, a number of meetings with United employees and a trip to United employment centers in Chicago and Denver. These visits with the station management, pilots, customer-service representatives, flight attendants and ramp personnel involve discussions on career opportunities and job preparedness for employment in the airline industry.

After completing all meetings, each student has an official job interview with local management. The students interviewing techniques and their portfolios are analyzed in regard to content and applicability. From this local interview the students are flown to United Corporate Offices in Chicago for a day tour and informational visit. The final step is a trip to the United employment center at Denver International Airport. During this trip, the students go through a second interview at the corporate level and the normal pre-employment procedures of the company. The portfolios are reevaluated by the employment representatives of United Airlines.

In addition, a booth is used at the airport for approximately one month to promote and display this partnership between Lincoln Public Schools and United Airlines. This includes photos, handouts, sample portfolios with students being at the booth to explain the program to the many visitors at the airport.

Program Areas. All Areas
Grade Level. 11 - 12th Grades
Contact. Barb Sahling, Lincoln Northeast High School, 2635 North 63rd Street, Lincoln, NE 68507, (402) 436-1303

APPLIED COMMUNICATION—MOCK INTERVIEWS

Description. Minatare High School students enrolled in Applied Communication take this course for a two-period block of 20 English credits. As a result, many rigorous communication and language skills are addressed; one of which is interviewing. To prepare for this experience, the students must create a resume and cover letter. The interview is then scheduled with research being completed on the appropriate career. The student must be dressed appropriately. The Program Director performs the interviewing with the student in a fictitious setting that is set to resemble that which would be likely to occur. The entire process is videotaped. Several students are assigned to complete evaluation forms regarding the interviewee's behavior, responses, appearance, and overall preparedness. They then vote to either hire or not hire the interviewee. Following the interview, within one-week's time, the student who was interviewed must watch the video of him/herself alone (or with the program director) and complete a self-evaluation. This is followed by a one-on-one conference with the director at which time strengths and weaknesses are addressed and a plan for future improvement developed.

The interview itself focuses, of course, on the career specified by the student. The actual interview lasts from 15 to 40 minutes depending on the development of the responses and objectives intended to be met. This safe practice—rather than bringing in a human resource manager from an area business—allows the director to provide a wide-based experience for the interviewing students. Stereotypes, discrimination, and harassment occur (within the expected realm), along with inappropriate, illegal or unethical questioning. This creative approach facilitates the students's growth and maturity in that he/she is permitted to practice appropriate, mature responses to some of life's unpleasantries. In this setting, the student can have poor judgment, make bad choices, or be directly wrong with a very small price—as opposed to the actual job market when the livelihood of self or family is at stake. Students' self-confidence increases as they are able to learn independently of the instructor.

Program Areas. Careers/Guidance, English
Grade Level. 10 - 12th Grades
Contact. Sue Rorabaugh, Minatare High School, 1107 7th Street, Minatare, NE 69356, (308) 783-1733.

CAREER RESEARCH PROJECT

Description. Career Research Projects are an opportunity for students at Crofton High School to participate in an active school-to-work event. As a part of the required English II curriculum, students use research and writing skills to study a career of their choice. A research paper is written using correct formats as studied in the class, along with a resume, letters of inquiry and application, and a thank you letter. These are placed in a portfolio for grading and future use by the student.

Each student then sets up a mock interview with an area business person who is actively involved with a related career. This is done during a non-school time. An evaluation is then returned by the interviewer.

Students also set up and complete a one-day job shadowing experience where they again work with someone in their chosen field. Students are given one school day to complete this assignment. A final report is made in essay form including likes, dislikes, job shadowing experiences, etc.

All students are required to take this class. This helps the school reach the goal of having students more "work ready" upon completion of their education.

Program Areas. Careers/Guidance, English
Grade Level . 11th Grade
Contact. Lisa Nissen and Peggy Anderson, Crofton Community School, N. Hwy. 21, Crofton, NE 68730, (402) 388-2440

MOCK CONGRESSIONAL HEARINGS

Description. The We The People (WTP) curriculum is used with the Differentiated Citizenship Issues class. This is a class for high school seniors. These students are mostly honors/gifted/talented students. The regular text is used during the study of the Constitution and Bill of Rights. As the students are advanced, the class is able to go far beyond the scope of the text. In fact, the material is used as a starting point of the nation's legal structure and legal traditions.

Sometime after Thanksgiving, preparation is made for the simulated congressional hearing, the culminating activity for the WTP program. This provides the students with an opportunity to demonstrate their knowledge and understanding of the Constitution and the Bill of Rights by "testifying" before an audience of members of the school community.

The class is divided into six units—each unit covering a specific topic related to the Constitution, Bill of Rights or the roles of the citizen in the democracy. Students spend about two weeks preparing responses for the three questions over their particular unit. At the competition, the members of each unit "testify" before a panel of judges, much like the testimony given before a senate committee. They "read" from a prepared statement for no more than four minutes. After that, the members must be prepared to answer questions from the judges.

"Mock" hearings are conducted. This gives the members a chance to practice before going to the district (congressional) or the state competitions. Experts from the community—professors, lawyers, public officials and teachers are brought in. The students experience a first-hand view of many role models in law and government. Many graduates have careers in law, government and political science and are lawyers, congressional aides, etc.

Program Areas. Social Sciences
Grade Level. 12th Grade
Contact. Ted Larson, Southeast High School, 2930 S. 37th Street, Lincoln, NE 68506, (402) 436-1304.

MOCK TRIAL PROJECT

Description. Through the Mock Trial Project sponsored by the Nebraska State Bar Foundation, students are able to gain firsthand experience and knowledge about the legal system, court procedures, and the operation of the law. The project also helps to build bridges of cooperation, communication, respect, and support among the community, the school, and the legal profession. The students, attorneys, and judges work together to explore such controversial issues as freedom of religion, spousal abuse, and racism.

Mock Trial is a project of the Advanced Speech class at Ainsworth High School, as it helps students to speak, write, listen, read, and analyze. However, because students like to participate in Mock Trial year after year, the Project is open to a limited number of students outside the class. The participants are formed into teams, fill the role of either attorney or witness, and compete against teams from other schools in district, regional, and state tournaments. Mock Trial helps to promote positive academic achievement and an appreciation for the diligence, perseverance, and hard work necessary to become a member of the legal profession.

Program Areas. Language Arts, Social Sciences
Grade Levels. 9 - 12th Grades
Contact. Mary Rau, Ainsworth High School, 520 E. 2nd, Ainsworth, NE 69210, (402) 387-2082.

Sample Forms for Research Papers/Projects

TITLE	DESCRIPTION	PAGE #
Mock Employment Interview Request	Teacher request to school-to-careers coordinator to set up mock employment interviews.	38

201

SAMPLE

Research Papers/Projects

MOCK EMPLOYMENT INTERVIEW REQUEST

We are privileged to set up mock interviews for your class. Please provide us with the following information:

Teacher Name______________________ School______________________ Rm. No.______

Name of Class______________________ Grade Level of Students______________________

Date for Interviews______________________ Second Choice______________________

Time______________________ Number of Students______________________

Each interview will take approximately 15 minutes. How long is your class time?______________________

Where should interviewers go when they arrive at school?______________________

Suggested businesses to call:

______________________ ______________________

______________________ ______________________

GUIDELINES

1. Request mock interview arrangements at least 4 weeks in advance.
2. Help your students learn tips for successful interviews.
3. Have students fill out a job application. (Supplied by School-to-Careers)
4. Have students write a resume.
5. Have students write a letter of application. (School-to-Careers will provide job description and address, etc.)
6. Mail applications, resumes and application letters to School-to-Careers to be distributed to business contacts who will be interviewing students.
7. Remind your students that their conduct reflects on their school as well as their teachers, parents, and especially themselves. (They may want to work in the business in the future!)
8. Have your students write a thank you note to the business person.. (Remember the reason most people stop volunteering is because they are not thanked!)
9. Please contact our office as soon as possible after the speaker visits your class to give us feedback. We want to maintain a list interviewers.

AFTER RECEIVING YOUR REQUEST WE WILL

1. Call businesses to line up people to do interviews.
2. Make every effort to return to you within 10 days a list of mock positions for the students to apply for.
3. Ask the interviewers to complete a checklist to share with each student they interview.

MAIL REQUEST TO

Name______________________
School-to-Careers Facilitator______________________
Address______________________
City/State/Zip______________________
Phone______________________

BIBLIOGRAPHY

ACT Career Planning Program (CPP) Six Job Clusters, American College Testing, 2201 North Dodge Street, Educational Services Division, Iowa City, IA 52243

A Guide to Work-Based Learning: Business and Industry Risk Management Plan, Michigan Department of Education, Office of Career and Technical Education, PO Box 30008, Lansing, MI 48910

Academies in Context, CORD Communication, Vol 3, No. 4, Aug/Step., 1997, PO Box 21206, Waco, TX 76702-1206, Phone: 817-772-8756

Career Academies Presentation, December 1997, GMS Partners, Inc., National Career Academy Coalition, 1122 Kersey Road, Silver Spring, MD 20902

Career Academies: Communities of Support for Students and Teachers—Emerging Findings from a 10-Site Evaluation, James J. Kemple, Manpower Demonstration Research Corporation, December 1997, MDRC, 16 East 34 Street, New York, NY 10016-4326

Career Opportunity Fair 1997, Beatrice Chamber of Commerce, 226 South 6th Street, Beatrice, NE 68310, Phone: 402-223-2338

Consensus Framework for Workplace Readiness, CCSSO Workplace Readiness Assessment Consortium, July 1995, Council of Chief State School Officers, One Massachusetts Avenue, N.W., Washington, D.C. 20001

Designing Marketing Tools, Steve Walter, Tri-County Technical College, Pendleton, SC. Phone: 803-646-8361 X2253, Copyright 1994

Developing and Implementing School-to-Work in South Carolina, South Carolina Department of Education, 1429 Senate Street, Columbia, SC 29201, Phone: 803-734-8492, Fax: 803-734-8624

Getting to Work: A Guide for Better Schools , MPR Associates, Inc., 2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704, Phone: 510-549-4551

Holland's Self-Directed Search (SDS) Six Personality Types, Psychological Assessment Resources, Inc., P.O. Box 998, Odessa, FL 33556

Nebraska Innovative School-to-Work Strategies 1997, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987, Phone: 402-471-0948

Opening Minds, Opening Doors: The Rebirth of American Education, CORD Communications, PO Box 21206,

Waco, TX 76702-1206, Phone: 817-772-8756

Oregon Work Based Learning Manual, March 1996, Lane Community College, Cooperative Education Department, 4000 East 30th Avenue, Eugene, OR 97405-0640, Phone: 541-726-2203, Fax: 541-744-4168

The School-to-Work Glossary of Terms, National School-to-Work Office, Washington, DC, July 1996

Teacher Externship Guide: Step-by-Step Procedures for Designing Externships, Boston Public Schools, 26 Court Street, Boston, MA 02108

Workplace Learning Strategies Manual, Allan Hancock College, 800 S. College Drive, Santa Maria, CA 93454, Phone: 805-922-6966, EXT 3613

NEBRASKA

Work Based Learning Manual

PART VII

SCHOOL SITE CAREER PREPARATION GUIDE

NEBRASKA STATE DEPARTMENT OF EDUCATION

Kimberly J. Peterson	District 1	Lincoln
Ann Mactier	District 2	Omaha
Beverly J. Peterson	District 3	Oakland
Rick C. Savage	District 4	Omaha
Katherine Endacott	District 5	Pleasant Dale
Terry Loschen	District 6	Grand Island
Kathy Wilmont	District 7	Beaver City
Kathleen McCallister	District 8	Omaha

Douglas D. Christensen, Ph.D.
Commissioner of Education

NEBRASKA INDUSTRIAL COMPETITIVENESS ALLIANCE SCHOOL-TO-CAREERS COMMITTEE

Thomas Whalen, Chair	Silverstone Consulting, Inc.	Omaha
Dennis Baack	Nebraska Community College Association	Lincoln
Craig Broyhill	Broyhill Company	Dakota City
Dr. Doug Christensen	Nebraska Department of Education	Lincoln
Dr. Don Helmuth	University of Nebraska -Lincoln	Lincoln
Dr. Carroll Krause	Nebraska State College System	Lincoln
Maxine Moul	Nebraska Department of Economic Development	Lincoln
Jim Paladino	Omaha Joint Electrical Apprenticeship	Omaha
A.F. "Tony" Raimondo	Behlen Manufacturing	Columbus
Sandy Scofield	Nebraska Math and Science Coalition	Lincoln
Maureen Wenke	Wenke Manufacturing Company	Pender

The Nebraska Work Based Learning Manual was developed by the Nebraska Department of Education through funding provided by the Carl D. Perkins Vocational and Applied Technology Education Act, Grant #V048A1002700 and the School-to-Work Opportunities Act, Grant #9724441 with the State of Nebraska. It is the policy of Nebraska Departments of Education and Economic Development not to discriminate on the basis of sex, disability, race, color, religion, marital status, age or national or ethnic origin in its education programs, admissions policies, employment or other agency-administered programs.

Inquiries about the manual may be directed to: Carol Jurgens, Tech Prep Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE, 68509, 402-471-0948, cjurgens@nde4.nde.state.ne.us

6/98

Part VII - School Site Career Preparation Guide

TABLE OF CONTENTS

EXECUTIVE SUMMARY 1

A. Applied Academic Courses 3
- Overview 3
- Research Related to Applied Learning 3
- Nebraska Applied Academics Courses Curriculum Guide 5
- Nebraska Success Stories 12

B. Career Academies 13
- Overview 13
- Simplified Model of the Career Academy Approach 14
- Creating and Sustaining High Expectations and Outcomes for Students 15
- Nebraska Success Stories 18

C. Entrepreneurship Projects/Classes 19
- Overview 19
- Setting Up Quality Entrepreneurship Experiences 19
- Entrepreneurship Course Content 20
- Junior Achievement Project/Class 21
- Nebraska Success Stories 24

D. School Based Enterprises 25
- Overview 25
- Student Responsibilities 25
- Nebraska Success Stories 25

E. Tech Prep Programs/Articulation 27
- Overview 27
- Nebraska Tech Prep Careers Goals 27
- Tech Prep Components 28
- Nebraska Success Stories 29
- Nebraska Articulation Guide 31

F. Vocational Student Organizations 49
- Overview 49
- Nebraska VSO Mission Statement 49
- VSOs and the SCANS Workplace Competencies 49
- The Role of VSO's in School-to-Work 51
- Success Stories 53

G. Vocational-Technical Programs 55
- Overview 55
- Agriculture Education 55
- Business Education 56
- Cooperative Vocational Education 56
- Family and Consumer Science Related Occupations 56
- Health Occupations Education 57
- Industrial Technology Education 57
- Marketing Education 58
- Nebraska Success Stories 58

H. Workplace Readiness Courses **61**
- Overview 61
- Workplace Readiness Framework 61
- Workplace Readiness Assessment Framework 64
- SCANS Workplace Competencies 65
- Nebraska Success Stories 67

BIBLIOGRAPHY **69**

Work Based Learning
SCHOOL SITE
CAREER PREPARATION GUIDE

Executive Summary

Activities that integrate academic skills learned in the classroom with skills learned on the job provide the bridge for transitioning from school to work and/or postsecondary education. This *Guide* answers such questions as "How do vocational student organization activities help students in their career decision making?" and "What are the steps involved in establishing a school based enterprise?"

By integrating job instruction and career exploration with a program of study based on high academics and skill standards, the following school site career preparation activities provide the bridge for transitioning from school to work and/or postsecondary education. Formal definitions, step-by-step checklists, and sample forms for each option are provided in this *Guide*.

School Site Career Preparation Options	
Applied Academics Courses	Applied academics courses are similar in content to traditional college prep but use real-life examples and emphasize contextual learning. Course content is rigorous and challenging. They are offered in the following subject areas: mathematics, English, biology, physics, and social studies.
Career Academies	Career academies are chools-within-schools in which groups of students take several classes together each year with the same group of teachers. Each academy focus on a career theme such as business and finance, electronics, etc.
Entrepreneurship Projects/Classes	Entrepreneurship experiences assist students in developing the competencies needed to own and manage enterprises.
School Based Enterprises	SBE's encompass activities in which students produce goods or services for sale or use by the school or communities. Teachers and students learn to develop, operate, and sustain a real business.
Tech Prep Programs/ Articulation	Tech Prep combines a strong secondary and postsecondary education to prepare students for mid-level technology careers for the twenty-first century and articulates seamless educational pathways for the pursue of postsecondary education options.
VSO Projects/ Competitions	Vocational Student Organizations provide educational opportunities directly linked to the curriculum for vocational and applied technology education students so they may develop personally and professionally in preparation for career and life.
Vocational - Technical Programs	Vocational-technical programs are competency-based occupational education programs that address the emerging technologies and future employment opportunities in business and industry.
Workplace Readiness Courses	Problem solving, teamwork, self management and the other SCANS foundations and competencies needed to succeed in the changing workplace are the focus of these courses.

A. APPLIED ACADEMICS COURSES

Overview

Applied academics courses are similar in content to traditional college prep courses but use real-life examples and emphasize contextual learning. The course content is rigorous and challenging. Applied academics courses are offered in the following subject areas: mathematics, English, biology, physics, and social studies.

Schools districts should certify and ensure that the applied academic courses they offer are equivalent to pre-college (college prep) courses in rigor, content, and standards. With applied academic courses equivalent to pre-college courses in rigor, content, and standards, the districts need to reevaluate policies on weighted courses and assign the same weight to the applied academic courses as to the college prep courses. Any inequity in course weighting will result in the applied academic courses being viewed less rigorous and demanding.

Providing quality professional development for teachers, raising of elementary and middle school standards in the areas of mathematics, communication, and science, and providing systems of extra help are critical requirements in maintaining high standards for applied academics courses. School districts should ensure that each teacher teaching an applied academic course has completed appropriate training in applied methodology before teaching the applied academic course. Each teacher should be certified in the appropriate academic field to teach the applied academic course.

Researoh Related to Applied Learning

Recent studies have focused attention on the competencies or student outcomes that need to be achieved by all students if they are to be equipped to function successfully in jobs and life experiences. Emerging findings related to the learning process include the following:

- Most people learn best in an experiential manner involving personal participation, physical or hands-on activities, and opportunities for personal discovery.
- Learning is greatly enhanced when concepts are presented in a context involving relationships that are familiar to the student. The human brain vigorously seeks meaning and integration of new ideas into the entire spectrum of its prior knowledge. Student recognition of the need for new information and its incorporation into his/her existing store of knowledge provides strong motivation for learning. Without it, the process is very limited and difficult.
- Most people relate better to concrete, tangible examples and experiences than to abstract, conceptual models.
- Most people are extroverted learners who do best through interpersonal communication, group experience, sharing, mutual support, team processes, and positive reinforcement.
- Rote memorization is an inefficient and ineffective learning strategy.
- Transfer of learning from one situation to another is not consistently predictable; this ability is in itself a skill to be learned.

Howard Gardener, *Frames of Mind: The Theory of Multiple Intelligences*, 1983 and *Multiple Intelligences: The Theory in Practice*, New York: Basic Books 1993; and David A. Kola, *Experiential Learning: Experience as the Source of Learning and Development*, New Jersey: Prentice-Hall, 1984.

Since 1985, more than 23,000 classroom doors in all 50 states have been opened to more than 650,000 students enrolled in applied academic classes. But these are not the watered-down, low-level courses many people have come to associate with the word *applied*. These are not *dummy* classes. Today's applied academic courses and curricula are simply academic courses and curricula with contextual teaching and learning methods built in; they team respectable academic content with a new system of instruction. The result? *It's not easy, it's just easy to learn.*

Dan Hull, *Opening Minds, Opening Doors: The Rebirth of American Education*, CORD Communications, Waco, TX, 1993.

Nebraska Applied Academics Courses
CURRICULUM GUIDE

Seamless educational pathways for Nebraska youth are enhanced by articulation agreements between and among secondary schools and postsecondary institutions. Two major articulation steps were taken in 1996: (1) an academic transfer agreement was signed creating a smoother transition between Nebraska's two- and four-year postsecondary institutions, and (2) the Nebraska Department of Education revised *Rule 10 Regulations and Procedures for the Accreditation of Schools* to provide more flexibility for secondary schools in designing a curriculum that better meets the needs of students. As a result, many Nebraska high schools now offer integrated courses as well as a variety of applied academics courses—academic courses that emphasize contextual teaching and learning methodology.

A crucial next step to creating seamless educational pathways was the acceptance of applied academics courses as admissions requirement core-course equivalents by many Nebraska postsecondary institutions. The *Nebraska Applied Academics Courses Curriculum Guide*, developed by the Nebraska Articulation Task Force with the input and approval of the Nebraska Department of Education curriculum and instruction consultants, provides a step in that direction.

The Academic Requirements Committee of the National Collegiate Athletic Association (NCAA) in 1996 approved the Center for Occupational Research and Development (CORD) applied academics courses as meeting the initial-eligibility requirements for student athletes. Each course in the *Guide* meets or exceeds the requirements of the applied academics courses developed by CORD. The NCAA recently removed further barriers for applied academics courses by allowing high school principals to determine whether or not courses at their school met initial-eligibility requirements.

PURPOSE

The *Guide* has a two-fold purpose:

(1) To assist Nebraska secondary schools in developing applied academics courses that reflect the rigor of their *traditional* academic course counterparts.

(2) To assist Nebraska four-year postsecondary schools in their evaluation of applied academics courses as admission requirements core-course equivalents.

USE OF THE GUIDE

The *Guide* contains one-page descriptions for twelve applied academic courses offered by many Nebraska secondary schools. Use of the *Guide* will greatly facilitate articulation between Nebraska secondary and postsecondary institutions when:

- Secondary schools seeking approval of their applied academic courses as postsecondary core-course equivalents for admission use the descriptions in the *Guide* to design applied academic courses with similar content and academic rigor.
- Nebraska postsecondary institutions use the *Guide* as a basis for granting or denying admission requirements core-course equivalency to applied academics courses submitted for approval by secondary schools.
- Postsecondary institutions use the course descriptions in the *Guide* as the baseline from which to start their curriculum offerings at the postsecondary level.

APPLIED ACADEMICS COURSES AS CORE-COURSE EQUIVALENTS

The *Guide* includes one-page descriptions for each of the applied academic courses listed below. Their approval status as admission requirements core-course equivalents by Nebraska four-year postsecondary institutions is provided in the next table. Secondary schools seeking approval of their applied academic courses as postsecondary core-course equivalents should provide the college/university with course descriptions that indicate similar content and academic rigor.

Category	*Units	COLLEGE/UNIVERSITY ADMISSION Core-course Requirements	SECONDARY APPLIED ACADEMICS Core-course Equivalents
English	4 units	All units must include intensive reading and writing experiences. Innovative interdisciplinary courses and courses in speech and journalism may be substituted if they include substantial amounts of reading and writing.	Applied Communication
Mathematics	3-4 units	Algebra I, Algebra II and Geometry.	Applied Mathematics I and II (Algebra I) Applied Mathematics III (Geometry)
Social Studies	3 units	One unit drawn from American and/or World History; one additional unit drawn from History, American Government and/or Geography; and a third unit drawn from any Social Science Discipline.	Applied Economics Applied Psychology Entrepreneurship Marketing I
Natural Sciences	3 units	At least two units selected from Biology, Chemistry, Physics and Earth Sciences. One of the above units must include laboratory instruction.	Applications in Biology/Chemistry BSAA - Animal Science BSAA - Plant Science ChemCom Principles of Technology

*A unit is a Carnegie Unit, comprising high school study for a period of one year.

APPLIED ACADEMICS COURSES APPROVAL STATUS

In the fall of 1996, all Nebraska four-year postsecondary educational institutions were asked to review twelve applied academics courses for admission requirements core course equivalency. The results were published in the *Applied Academics Course Curriculum Guide* in June 1997. The *Guide* has been widely distributed and well received by Nebraska secondary schools and two-year and four-year postsecondary institutions. Use of the *Guide* is facilitating articulation between Nebraska secondary and postsecondary institutions by providing :

- secondary schools with a framework for developing applied academics courses that reflect the rigor of their traditional academic course counterparts.
- postsecondary institutions with a basis for granting or denying admission requirements core-course equivalency to applied academics courses submitted for approval by secondary schools.
- postsecondary institutions with a baseline from which to start their curriculum offerings at the postsecondary level.

For more information or to obtain copies of the *Guide*, please write or call the Tech Prep Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987, 402-471-0948.

SECONDARY SCHOOL USE OF THE *GUIDE*

Acceptance of a high school's applied academics course(s) as core course equivalents for admission at postsecondary institutions is not automatic. Secondary schools must make application to each postsecondary institution at which they wish to have their applied course(s) accepted as core course equivalents for admission. A sample memo for making this request and the process for obtaining core course equivalency for admission at the University of Nebraska is provided below.

Applied courses that have been accepted as core course equivalents for admission should be promoted as such to students, parents, and counselors. One way to do this is via the description of the course in the high school's course catalogue. Sample high school course catalogue description for the applied courses in the *Guide* are provided on pages VII - 7-9.

Secondary schools seeking help in designing rigorous applied academics course should contact the Nebraska Department of Education Curriculum Consultants listed on page VII - 11.

Sample Memo
(High School Stationery)

Request to a Postsecondary Institution
For Core-course Equivalency for Admission
For an Applied Academics Course Taught by the Secondary School

To: Admissions Director, Postsecondary Institution
From: Principal (or Curriculum Specialist or Counselor)
Re: Core-Course Equivalency for Admission for (Name of Applied Academics Course)
Date:

Please review the enclosed course syllabus for (name of applied academics course) for consideration as a course-course equivalent for admission at your institutions. The course has been designed with the academic rigor of it's traditional academic counterpart and meets or exceeds the expectations of the course described in the ***Applied Academics Course Curriculum Guide*** distributed by the Nebraska Department of Education.

If you need further information or clarification regarding the content or methodology utilized in this course, please contact me. I look forward to your favorable response.

Enclosure *(NOTE: The high school applied course syllabus enclosed should not exceed 3-5 pages.)*

High School Process for Obtaining Core Course Equivalencies at the University of Nebraska
http://www.unl.edu/nuhusker/nucore.html

1. Compare your applied academics courses to the descriptions provided in the Nebraska Applied Academics Courses Guide to determine if they provide an equivalent level of academic preparation and rigor.
2. If you determine that they are of equivalent rigor, check the University of Nebraska website to determine whether or not your applied course(s) has already have received their approval as a core course equivalent for admission.
3. If your applied course has not received approval as a core course equivalent for admission, follow the process prescribed on the website.

SAMPLE
Applied Academics Course Descriptions for High School Course Catalogues

Applied Communication

College Core-course Equivalent: ½ - 1 Unit English

(also called Technical Writing or Business Communication)

Applied Communication teaches communication, language arts, and English skills as they apply to the workplace. The course focuses on reading, writing, listening, speaking, problem-solving, visual, and nonverbal skills and may be taught as a one- or two-semester course. The following topics are covered in this comprehensive Applied Communication course to fulfill the requirements of ½ to one unit of English for college admission: workplace writing, workplace communications, reading for information, reading, information in the workplace, decision making, problem solving, negotiating to resolve conflict, communicating in teams, self-management, learning to learn, and employment communications.

Applied Mathematics I and II

College Core-course Equivalent: 1 Unit Algebra I

Applied Mathematics I and II teaches algebra concepts in contextual, occupational settings. Arithmetic, algebra, probability, estimation, statistical process control, and problem-solving are presented in an integrated fashion within the curriculum. Innovative lab activities with a business and industry focus on measurement and computation, help students develop critical thinking skills. Workplace-related video programs and practical problem-solving activities are integral parts of the course. Applied Mathematics I (also called Pre-Algebra) and Applied Mathematics II are one-year courses that together are designed to fulfill the requirements of one unit of Algebra I for college admission.

Applied Mathematics III

Core-course Equivalent: 1 Unit Geometry

Applied Mathematics III teaches geometry concepts in contextual, occupational settings. It is a competency-based curriculum that emphasizes problem solving, decision making, and hands-on learning. The National Council of Teachers of Mathematics (NCTM) emphasizes that students should "routinely engage in constructing, symbolizing, applying, and generalizing mathematical ideas." The hands-on laboratory activities and the career- related problems in each unit give students many opportunities to practice this emphasis. Workplace-related video programs help motivate the students to study the math concepts introduced. Applied Mathematics III is a one-year course that is designed to fulfill the requirements of one unit of Geometry for college admission.

Applied Economics

Core-course Equivalent: ½ - 1 Unit Social Studies

(also called Personal Finance or Consumer Economics)

Applied Economics is a one-semester or full-year course that provides a sound foundation in the principles and concepts of economics, especially those affecting the free market and workplace. It is designed to describe the basic characteristics of the American economic system, demonstrate how fundamental economic concepts such as markets operate in the American system, develop the students' understanding of the economic principles that influence business decisions, help students grasp the economic roles governments play in a market economy, provide hands-on experiences in the operation of a business, and provide opportunities for students to interact with representatives of the business community. The following concepts will be presented in an Applied Economics class to fulfill the requirements of ½ to one unit of Social Studies for college admission: producing, exchanging, consuming, saving, and investing.

Applied Psychology

Core-course Equivalent: ½ Unit Social Studies

Applied Psychology is an applied social science course that uses the theoretical principles of psychology with the practical application of examples relevant to students. Students will learn how behavior relates to an individual's sense of control and thinking to contribute more positively to society. The following concepts will be presented in a one-semester Applied Psychology course to fulfill the requirements of ½ unit of Social Studies for college admission: introduction to the study of behavior, life span (developmental psychology), personality, behaving with others (social psychology), and physiological aspects of behavior.

Marketing I

Core-course Equivalent: 1 Unit Social Studies

(also called Fundamentals of Marketing, Beginning Marketing, Introduction to Marketing, and Marketing 1 & 2 - first year of a two- year program)

Marketing I is a one-year course that provides a sound foundation in the principles and concepts of economics, the fundamentals of marketing, and the free market as well as other economic systems. All of the 21 basic economic concepts defined by the National Council on Economic Education are covered in addition to introductory knowledge of the fields of marketing, management and entrepreneurship. The following foundations and functions are presented to fulfill the requirements of one unit of Social Studies for college admission: economic, marketing and business, and human resources foundations and functions of marketing.

Entrepreneurship

Core-course Equivalent: ½ - 1 Unit Social Studies

(also called Small Business Management and Entrepreneurship or Marketing II)

This Entrepreneurship course explores the fundamental principles of starting and operating a small business venture. It focuses on the marketing and management principles necessary to start and operate an independent small business, franchise or other entrepreneurial venture. Cooperative marketing internships, simulations, and/or shadowing experiences may be used to enhance course instruction. The following topics are included to fulfill the requirements of ½ to one unit of Social Studies for college admission: exploration of entrepreneurship, nature of small business, business opportunities, global markets, business plans, assistance for entrepreneurs, types of ownership, marketing analysis, location, pricing, financing the business, legal issues, business management, human resources management, promotion, selling, record keeping, financial analysis, credit, risk management, and operations.

Applications in Biology/Chemistry

Core-course Equivalent: 1-3 Units Natural Sciences

Applications in Biology/Chemistry (ABC) is an interdisciplinary lab science course that teaches science in context through issues and topics surrounding work, home, society, and the environment. The course includes the scientific fundamentals of biology and chemistry and provides a foundation for careers in industrial technology, agriculture and agribusiness, health occupations, and family and consumer sciences. Depending on how the course is designed, it may be equivalent to one unit of Natural Science for college admission as follows:

Biology Focus: Plant Growth & Reproduction, Continuity of Life, Animal Life Processed, Microorganisms.
Chemistry Focus: Air and Other Gases, Water, Nutrition.
Agriculture Focus:
- (1) Animal Science
  - Continuity of Life, Animal Life Processes, Microorganisms, Nutrition.
- (2) Plant Science
  - Plant Growth & Reproduction, Continuity of Life, Water, Community of Life, Waste & Waste Management.
- (3) Environmental
  - Microorganisms, Water, Community Life, Natural Resources, Waste & Waste Management Studies.

Health Focus: Microorganisms, Nutrition, and Disease and Wellness.
Science Focus: Community of Life, Natural Resources, and Waste & Waste Management.

BSAA - Animal Science **Core-course Equivalent: ½ Unit Natural Sciences (Biology)**
(BSAA = Biological Science Applications in Agriculture)

BSAA - Animal Science is a one-semester course designed to reinforce and extend understanding of science by associating scientific principles and concepts with relevant applications in agriculture. Students will examine major phases of animal agriculture and specific biological science concepts that govern management decisions in the animal industry. This course will deepen students' understanding of science as content and as a process through the use of numerous laboratory exercises and experiments. Students can also establish a Supervised Agricultural Experience Program and participate in agricultural science activities of the FFA. The following topics will be included to fulfill the requirements for ½ unit of Natural Science for college admission: scientific investigation method, animal genetics, growth and development of animals, animal reproduction, aquaculture, and processing animal products. One year of biology is recommended as a prerequisite to enrollment.

BSAA - Plant Science **Core-course Equivalent: ½ Unit Natural Sciences (Biology)**
(BSAA = Biological Science Applications in Agriculture)

BSAA - Plant Science is a one-semester course designed to reinforce and extend understanding of science by associating scientific principles and concepts with relevant applications in agriculture. Students will examine major phases of plant growth and management in agriculture and specific biological science concepts that govern management decisions. This course will deepen students' understanding of science as content and as a process through the use of numerous laboratory exercises and experiments. Students can also establish a Supervised Agricultural Experience Program and participate in agricultural science activities of the FFA. The following topics will be included to fulfill the requirements for ½ unit of Natural Science for college admission: agriculture and the environment, managing inputs for plant growth, initiating plant growth, managing plant growth, reproduction in plants, and handling, storing and processing plant products. One year of biology is recommended as a prerequisite to enrollment.

ChemCom **Core-course Equivalent: 1 Unit Natural Sciences (Chemistry)**

ChemCom (Chemistry in the Community) is a one-year, laboratory-based chemistry course designed for students planning to attend colleges and universities. The course contains less mathematical manipulations but more organic chemistry, nuclear chemistry, industrial chemistry and biochemistry than a conventional chemistry course. Problem-solving and decision-making skills, which require student participation and cooperation for success, are emphasized. Forty percent or more of the classroom activities revolve around the laboratory. The following topics will be included to fulfill the requirements for one unit of Natural Science for college admission: physical and chemical properties, formula and equation writing, elements and compounds, nomenclature, stoichiometry, mole concept, energy relationships, atomic structure, chemical bonding, shape of molecules, solids, liquids, gases, reaction rate/kinetics, acids, bases, and pH, oxidation/reduction, disassociation, solutions and solubility, periodicity, gas laws, scale and order of magnitude, metric measurements, equilibrium, synthesis, and analysis.

Principles of Technology **Core-course Equivalent: 1 Unit Natural Sciences (Physics)**

Principles of Technology is a two-year applied physics course designed for students who learn more effectively with a hands-on approach as opposed to the traditional abstract, mathematical approach. It is designed to present the discipline of physics in the context of how it is practically experienced in the world and how it is used in technology. The course covers 14 basic technical principles with emphasis placed on how the principals unify an understanding of the mechanical, fluid, electrical, and thermal systems found in modern technical equipment. The following topics will be included to fulfill the requirements for one unit of Natural Science for college admission: force, work, rate, resistance, energy, power, force transformers, momentum, waves and vibrations, energy convertors, transducers, radiation, optical systems, and time constants.

Nebraska Department of Education
TECHNICAL ASSISTANCE

To obtain curriculum materials, resource information or technical assistance for developing applied academics courses that meet or exceed the courses described in the *Guide*, please contact the following Nebraska Department of Education staff.

Category	**Secondary Applied Academics Core-course Equivalents**	**Nebraska Department of Education Curriculum Consultants**
English	Applied Communication	Bonnie Sibert 402-471-4818 bsibert@nde4.nde.state.ne.us Pam Trefz 402-471-4336 ptrefz@nde4.nde.state.ne.us
Mathematics	Applied Mathematics I and II (Algebra I) Applied Mathematics III (Geometry)	Deborah Romanek 402-471-2503 dromanek@nde4.nde.state.ne.us Winona Maxon 402-471-4317 winona_m@nde4.nde.state.ne.us
Social Studies	Applied Economics Applied Psychology	John LeFeber 402-471-2449 jlefeber@nde4.nde.state.ne.us
	Entrepreneurship Marketing I	Dixie Doughty 402-471-4803 glc@nde4.nde.state.ne.us
Natural Sciences	Applications in Biology/Chemistry ChemCom Principles of Technology	Jim Woodland 402-471-4329 woodland@nde4.nde.state.ne.us
	BSAA - Animal Science BSAA - Plant Science	Rich Katt 402-471-2451 rkatt@nde4.nde.state.ne.us

APPLIED MATHEMATICS

Description. One essential part of Tech Prep at Kearney High School is CORD's *Applied Mathematics*. Kearney High School has integrated much of the *Applied Mathematics* curriculum, concepts and approaches to teaching mathematics throughout its entire mathematics curriculum. The latest in technological equipment such as the Texas Instruments Calculator-Based Laboratory™ (CBL™) System, graphing calculators, and computers are used to help show students how relevant mathematics is in the workplace by looking for connections to other areas of mathematics and real-world applications. Skills are taught by teaching problem solving through hands-on, activity-centered approaches. All of the mathematics courses at Kearney High School use approaches similar to those mentioned below.

Examples of how *Applied Mathematics* concepts have been integrated into the curriculum include introducing slope and linear equations by collecting data from activities that compare the weight and volume of various amounts of water. That data is then used to develop a relationship between weight and volume which happens to be linear in nature. A linear relationship between two variables is discussed and slope is introduced. Measuring the grade of a hill, the height of the water tower, or the pitch of a house roof makes it possible to give students hands-on experience working with the right triangle relationships. Activities involving pendulums, the inverse square law, and the Pythagorean Theorem are useful to show how roots and powers are used. These activities require students to measure (distance, length, time, etc.), collect data, and develop equations which involve powers and roots.

Being exposed to mathematics is not enough in today's world of work. Students must also be able to apply the mathematics they learn. Doing activities like the ones described above will help give students a working knowledge of mathematics. The classroom experiences demonstrate that students are more excited about mathematics when it is applied. They see meaning in what they are learning, and it improves retention.

Program Areas. Mathematics
Grade Level. 9 - 12th Grades
Contact. Tom Shield, Kearney High School, 3610 6th Avenue, Kearney, NE 68847, (308) 237-6100.

B. CAREER ACADEMIES

Overview

Career Academies are organized as "schools-within-schools" in which groups of students (usually 30 to 60 per grade in grades 9 through 12 or 10 through 12) take several classes together each year with the same group of teachers. The goal of the school-within-a-school is to promote more constructive relationships between and among teachers and students and thereby to increase students' engagement and success in high school. Each Academy focuses on a career theme, such as business and finance, electronics, or health occupations, to provide opportunities for teachers and students to integrate academic and occupation-related classes in an effort to enhance their relevance to the real world while preserving academic rigor. Academies also forge partnerships with local employers from a particular field to help plan and guide the program, and to serve as a source of adult mentors and work internships for the students.

While Career Academies have existed for over 25 years, the approach has gained greater prominence recently as states and school districts have increased their efforts to restructure high schools. This restructuring is aimed at supporting students academically while providing them with marketable skills, work-based learning experiences, and smoother transitions to postsecondary education and productive employment. Interest in Career Academies was further accelerated with the passage of the federal School-to-Work Opportunities Act in 1994. The Act provided federal funding and support for states and localities to take a systemic approach to helping schools forge stronger partnerships with their communities and with local employers, and to create opportunities for students to begin making connections between schooling and their career aspirations. The core components of the Career Academy approach reflect many of the cornerstones of the new legislation and its objectives as well as many key dimensions of other reform efforts to improve high schools. While there are no reliable data on the total number of Career Academy programs nationally, current estimates suggest that Career Academies have been established in at least 600 to 700 high schools.

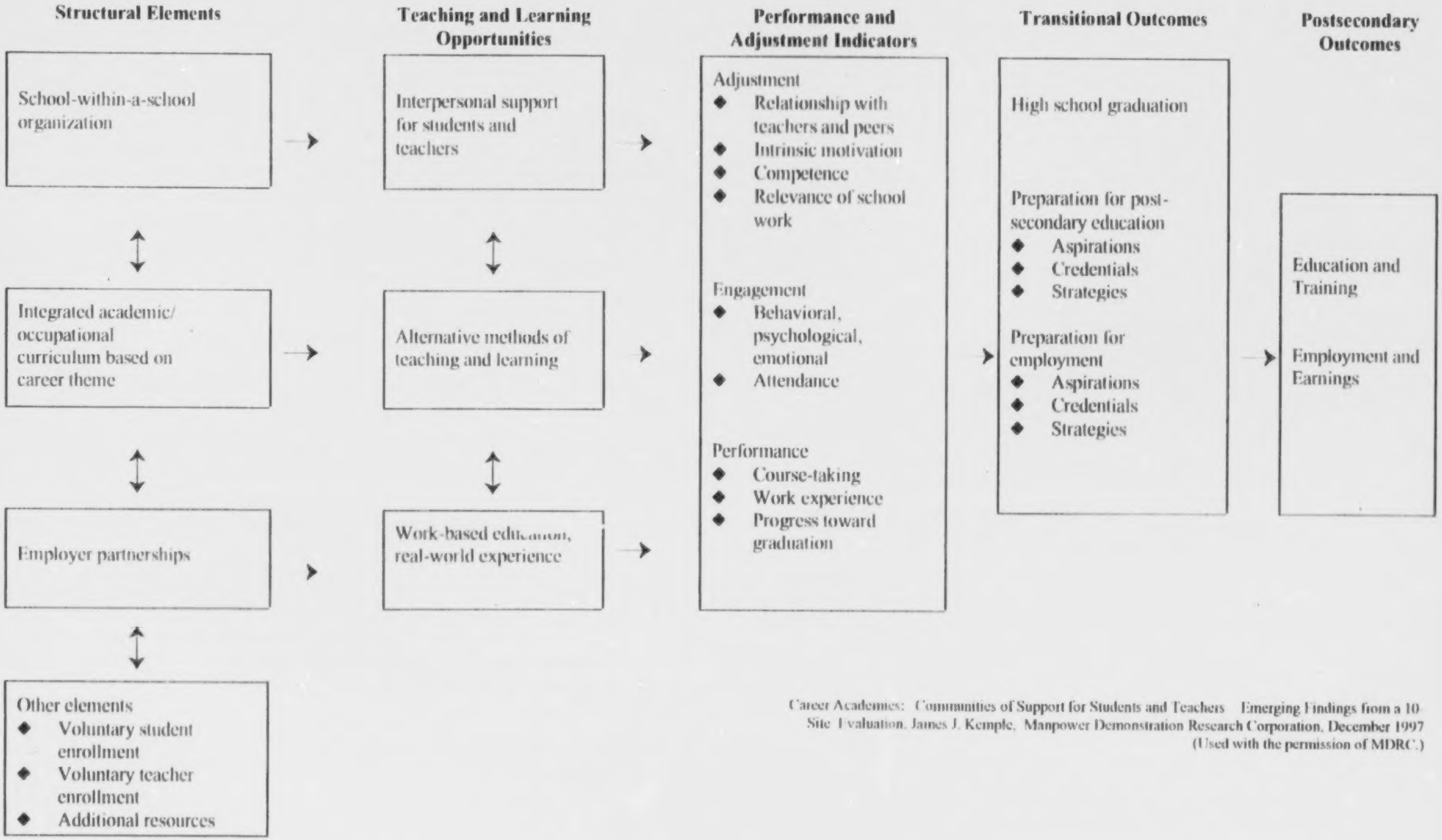
In response to today's changing global economy, the national school-to-work (or school-to career) movement has ushered in a variety of approaches to restructuring high schools in the United States. At stake is an attempt to support students academically while providing them with marketable skills and clearer pathways to a productive life beyond high school. Career Academies, which are among the best established and most promising of these approaches, embrace the key principles of the school-to-work movement by integrating academic and vocational instruction, providing work-based learning opportunities for students, and preparing students for postsecondary education, employment, or a combination of both. The Academies also reflect key principles of broader school reform initiatives by reconfiguring high schools into smaller, more personalized schools (the "school-within-a-school"), providing teachers with more control over their work through decentralized management, and developing interdisciplinary curricula.

The Career Academy approach was first developed in the late 1960s in Philadelphia as a strategy to prevent students from dropping out of high school and to help them prepare to enter the work force after graduation. By the mid-1990s, over 500 Career Academies had been established across the country through a variety of national, state, and school district initiatives. The goals of many Career Academies have also expanded to include improving *all* students' engagement (that is, active and interested involvement) and performance in school and preparing them for postsecondary education as well as a career. That is, today's Career Academies embrace a broad cross-section of high school students— not just those believed to be at risk of dropping out of high school.

Career Academies: Communities of Support for Students and Teachers—Emerging Findings from a 10- site Evaluation. James J. Kemple, Manpower Demonstration Research Corporation, December 1997
(Used with the permission of MDRC.)

Career Academies Evaluation

Simplified Model of the Career Academy Approach



Structural Elements

School-within-a-school organization

Integrated academic/ occupational curriculum based on career theme

Employer partnerships

Other elements
- Voluntary student enrollment
- Voluntary teacher enrollment
- Additional resources

Teaching and Learning Opportunities

Interpersonal support for students and teachers

Alternative methods of teaching and learning

Work-based education, real-world experience

Performance and Adjustment Indicators

Adjustment
- Relationship with teachers and peers
- Intrinsic motivation
- Competence
- Relevance of school work

Engagement
- Behavioral, psychological, emotional
- Attendance

Performance
- Course-taking
- Work experience
- Progress toward graduation

Transitional Outcomes

High school graduation

Preparation for post-secondary education
- Aspirations
- Credentials
- Strategies

Preparation for employment
- Aspirations
- Credentials
- Strategies

Postsecondary Outcomes

Education and Training

Employment and Earnings

Career Academies: Communities of Support for Students and Teachers Emerging Findings from a 10-Site Evaluation. James J. Kemple. Manpower Demonstration Research Corporation, December 1997 (Used with the permission of MDRC.)

Creating and Sustaining High Student Expectations/Outcomes

Excerpts from Career Academies Presentation, December 5, 1997, Omaha, Grace Sammon, President, GMS Partners, Inc., and co-founder, the National Career Academy Coalition (NCAC), Silver Spring, MD. Phone 301-649-6354, E-mail gmsparts@erols.com

Academy Mission	◆ Improve student performance and graduation rates ◆ Raise students' ambition about learning and careers ◆ Provide students with a solid academic and technical foundation ◆ Satisfy the local demand for a skilled workforce
Academy Structures-The Solution	◆ School-within-a-school: Family atmosphere - a team of teachers and students ◆ Recruits students who enter by choice ◆ Focuses on career theme ◆ Student work based experiences ◆ Employer representation on advisory boards ◆ Parent involvement ◆ Mixture of funding sources
The Academies Structures Vary	◆ Students and teachers who enter by choice ◆ Two-three- or four year high school program combining academics and field experience in a career cluster area. ◆ Block of shared time from 1-2 periods/day to full cohort model
Academy Characteristics	◆ A mission, set of values, attributes that describe the Academy completers ◆ Learning activities for basic competencies presented cooperative by teams of instructors ◆ Diverse learning activities: experiential, collaborative, cooperative - with a theme ◆ Appropriate experiences on college campuses, businesses, and government ◆ Regular out-visits related to theme ◆ Structured activities that develop success oriented, positive self-image and good citizenship ◆ College credit course during high school ◆ Training for employability, related to issues and skills ◆ Placement for college, scholarship, and job assistance ◆ A well organized advisory group ◆ Intensive staff development
Academy Needs	◆ True partnerships ◆ Teacher training and designated staff ◆ A cohort schedule that allows students, teachers and partners the flexibility and building of a family atmosphere. ◆ IPAs - Executives on Loan ◆ Expertise and materials ◆ Resources and funding ◆ Something to give back to business
Student Needs Beyond the Classroom	◆ Role models - mentors ◆ Assistance with negotiating public systems ◆ Personal development ◆ Personal issues: health, housing, insurance, family demands

BEST COPY AVAILABLE

Creating and Sustaining High Student Expectations/Outcomes

Excerpts from Career Academies Presentation, December 5, 1997, Omaha, Grace Sammon, President, GMS Partners, Inc., and co-founder, the National Career Academy Coalition (NCAC), Silver Spring, MD. Phone 301-649-6354, E-mail: gmsparts@erols.com

Techniques for Successful Academies	◆ Clear, focused leadership ◆ Collaboration with school administration, "System" and stake holders-supports the structure ◆ On-going dialogue about mutual goals and stakes ◆ On-going evaluation ◆ Flexibility
Business & Government and Community Resources	◆ Solve an important problem of the high school by providing links to the "outside" world ◆ Provide an opportunity to put academics in a practical context ◆ Serve on Advisory Boards that: -deal with short term concerns and long term vision -assist with recruitment -help acquire equipment, resources, funds -help with recognition and scholarships
Curriculum Requirements	◆ Student centered ◆ Thematic; with appropriate use of technology ◆ Delivered by a teaching cohort and business partners ◆ Solidly grounded in both academic and real-world experiential learning ◆ Sensitive to authentic assessment
Employability Programs	◆ Appropriate introduction through in and out-visits ◆ Increasingly demanding interactions and accountability ◆ Tie to school-learning ◆ Teacher buy-in ◆ Brief-cases, INSIGHTS, Metro MANIA SHADOWS, MENTORS (Examples of a 4-year skill development model)
Student Employability Programs	◆ Developing workplace skills ◆ Building links to the community ◆ Providing real-world learning ◆ Becoming a professional
The Why of Employability Skills	◆ Definition: skills students develop to seek *and maintain* employment and postsecondary experiences ◆ Enhances the curriculum in ways "class" cannot ◆ Builds self esteem ◆ Provides substantive links to partners ◆ Serves as a model for school-to-work ◆ By student report: the 1st or 2nd most important part of academy ◆ Increased interest in this aspect of the academy by government and business -children stay in school -become involved with a caring community of adults -gain marketable skills -are less likely to be involved in gangs, violence, teen pregnancy, and crime -real economic and social "pay off" for the programs ◆ Result: national strategy and policy

BEST COPY AVAILABLE

Creating and Sustaining High Student Expectations/Outcomes

Excerpts from Career Academies Presentation, December 5, 1997, Omaha, Grace Sammon, President, GMS Partners, Inc., and co-founder, the National Career Academy Coalition (NCAC), Silver Spring, MD, Phone 301-649-6354, E-mail. gmsparts@erols.com

The When	◆ The longer the exposure, the greater the personal/professional development ◆ The longer the exposure, the greater the commitment and involvement of partners ◆ The earlier, the more developed an appreciation for work ◆ Our backward design.....
Monitoring and Evaluation	◆ Some studies point to a 90% failure rate for school/business partnerships -constant follow-up -true partnership -honest assessment -timeliness ◆ Meetings! Meetings! Meetings! -at work site, with parents as a teaching team ◆ Evaluation: formal and not
Evaluation and Monitoring	Criteria ◆ school-within-school ◆ integrate academic and vocational ◆ partnership with employers Purpose ◆ are the outcomes real and how are the results produced Types ◆ Informal: teachers/parents/student ◆ Partner evaluation
Performance Outcomes	Students ◆ stay in school and graduate ◆ are leaders and athletes ◆ have the knowledge, skills and abilities to secure college acceptance, scholarships and employment ◆ increased attendance ◆ raised GPAs, attaining of Carnegie units and college entrance
Building, Monitoring & Sustaining Academies	Determine where to start and what resources are available ◆ career theme ◆ teacher interest ◆ partner support ◆ parents/guardians as resources ◆ decide perks and ramifications for students ◆ begin small ◆ include all stakeholders in process: Students, Parents,/Guardians, and School Administration, Teachers, Partners ◆ Accountability ◆ Flexible funding ◆ Student report ◆ Adherence to center of mission ◆ Students return as alumni partners ◆ Communication with partners ◆ Flexibility

Creating and Sustaining High Student Expectations/Outcomes

Excerpts from Career Academies Presentation, December 5, 1997, Omaha, Grace Sammon, President, GMS Partners, Inc., and co-founder, the National Career Academy Coalition (NCAC), Silver Spring, MD, Phone 301-649-6354, E-mail: gmsparts@erols.com

National Career Academy Coalition: building a network of support nationally	◆ A 501(c)(3) specifically designed to create and support a national network of existing and emerging academies at the high school level ◆ Attracts and identifies resources ◆ Reaches out to the private and public sector to promote their involvement with the academy model
"Partnering" With a National Coalition	◆ Networking for ideas: Program enhancements, Curriculum sharing ◆ Linking business partners with their counterparts in other cities ◆ Local and national visibility ◆ Advancing the mission of academies ◆ Federal agencies involved nationwide ◆ Ties to counterparts in state and local government ◆ Grants and supports ◆ Creating academy networks of like career areas

Nebraska Success Stories

ACADEMY OF FINANCE

Description. The Academy of Finance is designed to provide a two-year program in finance for juniors and seniors. It involves businesses, schools, parents and students working together for the ultimate benefit of young adults, the financial services industry and the community.

Students complete course work in Economics and the World of Finance, Banking and Credit, International Finance and Principles of Finance, Accounting, and Computer Information Management along with other electives and other required courses for graduation/college credit. Between junior and senior years, students participate in paid summer internships at sponsoring firms all day for six weeks.

Omaha North High School, Northwest High School and South High School offer this program.

Program Areas. Business Education, Marketing Education, Social Sciences
Grade Levels. 11 - 12th Grades
Contact. Omaha Public Schools, 3215 Cuming Street, Omaha, NE 68131, (402) 557-2615.

C. ENTREPRENEURSHIP PROJECT/CLASS

Overview

Entrepreneurship experiences assist students in developing the competencies needed to own and manage enterprises. Students must maintain complete and accurate records. Entrepreneurship experiences could include farms, businesses, homes, schools or community facilities. At the site, students manage materials to produce a product or service.

The student plans, implements, operates and assumes the financial risk in a business that includes production and distribution of goods and/or services. An entrepreneurship experience provides students with the opportunity to develop the necessary skills and competencies to become established in their own business or to gain employment.

Setting Up Quality Entrepreneurship Experiences

Student Responsibilities	◆ maintaining complete and accurate records ◆ managing daily operations ◆ making business decisions ◆ an experience of sufficient duration to complete at least one business cycle ◆ an experience comprehensive in nature that shows growth in quality and quantity ◆ incorporating improvement activities that increase the efficiency of the business ◆ expanding the experience as additional skills are learned
Student Decisions	Prior to selecting an entrepreneurship experience, students should identify career goals and answer the following questions. ◆ What are my career goals? ◆ Do I want to continue my entrepreneurship experience after high school? ◆ How will I use the profits of the experience: to refinance and enlarge the operation, to start or add to a college fund, and/or to pay off debt? ◆ Is this experience a vocation or a hobby? ◆ What types of facilities and equipment are needed? ◆ What are the time requirements? ◆ Do I have the time to invest? ◆ What type of records should be kept? ◆ How much profit is needed?
Accounting Procedure Questions	School-based enterprises are to be planned learning experiences with varied and expansive learning opportunities provided throughout the process. Although the business is to run on a profit, it is important to recognize that learning opportunities are more important in the School-to-Work system than profit. Accurate, up-to-date accounting is key to the success of the enterprise. The following questions and answers guide the accounting procedures for the school-based enterprise. Consult your business administrator concerning Generally Accepted Accounting Principles (GAAP) accounts. **If a school-based enterprise has its start-up cost supplied by the district, what accounting procedures must be used?** *Answer School-based enterprises are run based on a fundamental premise that the enterprise will break even. If there are profits, the money returns to the dedicated fund account. Money to be reimbursed for start-up costs may be transferred to the general account through a board resolution only.* **If a school-based enterprise receives start-up funds from a business or local education funds, what accounting procedures must be used?** *Answer: The business has the right to designate what the money is used for within the enterprise. The business has the right to ensure all donated funds and/or equipment remain solely as a part of the program. All accounting of money should be recorded in the special revenue accounts under the GAAP system.* **If a school business enterprise receives its start-up costs through a federal or state grant fund, what accounting procedures must be put in place?** *Answer: All accounting must be in the special revenue category. Profits are to be utilized in one of the following ways:* ◆ *use money for replacement of equipment, supplies and materials for the future enterprise.* ◆ *use money to provide enrichment learning opportunities tied to the career major.* **If you want to roll profits forward from the enterprise, what accounting procedure should be used?** *Answer: Use the enterprise fund account to record income, expenses and retained earnings. No more than three months operating cost should be held in the account.*

Entrepreneurship Course Content

Entrepreneurship courses explore the fundamental principles of starting and operating a small business venture. Course content focuses on the marketing and management principles necessary to start and operate an independent small business, franchise or other entrepreneurial venture. Cooperative marketing internships, simulations, and/or shadowing experiences may be used to enhance course instruction. A comprehensive entrepreneurship course should include the following topics to fulfill the requirements of ½ to one unit of Social Studies.

Entrepreneurship Core-course Equivalent: ½ - 1 Unit Social Studies **(also called Small Business Management and Entrepreneurship or Marketing II)**	
Exploration of Entrepreneurship	Covers entrepreneurship as a career option and personal goal, and exploration of entrepreneurial potential.
Nature of Small Business	Emphasizes the importance of small business, factors contributing to success, and the role of the entrepreneur in the American and world economies.
Business Opportunities	Focuses on identification of business opportunities and evaluation of business options.
Global Markets	Investigate the role and potential of international trade and opportunities of global markets.
Business Plans	Covers the steps for preparing a business plan and the process of developing a targeted plan.
Assistance for Entrepreneurs	Includes technical assistance options, assistance commonly needed, and the process for obtaining assistance.
Types of Ownership	Analyzes sole proprietorships, partnerships, and corporations, criteria for selection of a form of ownership, and evaluation of advantages and disadvantages of each form.
Marketing Analysis	Investigates the process of marketing analysis and its use in developing a business plan.
Location	Identifying the factors for site selection, determining appropriate locations, and choosing the best option.
Pricing	Analyzes pricing in the marketing mix, pricing strategies, and establishment of a pricing strategy.
Financing the Business	Examines the personal risks involved in financing a business, factors in obtaining financing, information needed for financing, and financing strategies
Legal Issues	Identification of legal issues, legal responsibilities of the entrepreneur, and legal assistance necessary.
Business Management	Outlines the role of management in a successful business, specific management techniques for small business, and management strategies.
Human Resources Management	Defines human resource management, techniques used, and human resource/management policies.
Promotion	Emphasizes the role of promotion, options in small business promotional planning, and creating an effective promotional plan for a business.
Selling	Includes analysis of the selling process appropriate selling strategies for various businesses.
Recordkeeping	Explains the importance of effective recordkeeping, types of financial data obtained from business records, and designing a recordkeeping system.
Financial Analysis	Focuses on the importance of financial analysis, the process used in financial analysis, and procedures for analysis and control.
Credit	Includes the advantages and disadvantages of customer credit in small business, management of customer credit, and determining credit policies/procedures.
Risk Management	Explains the risks faced by entrepreneurs and includes risk management strategies.
Operations	Focuses on operations issues in a business venture, operational policies and procedures, and the determination of operational and logistical strategies for a business.

Junior Achievement Project/Classes

Junior Achievement is a nonprofit economic education organization that operates in communities across the nation and in more than 100 countries worldwide. It has programs at each grade level, K-12, designed to provide a fundamental understanding of the American free enterprise system.

Junior Achievement's purpose is to educate and inspire young people to value free enterprise, business, and economics to improve the quality of their lives.

Its Elementary School Program teaches students knowledge and skills they will need to become productive workers and effective citizens. The Middle Grades Programs teach personal economic skills, national and global economics, and the value of staying ins school to leading rewarding lives. High School Programs provide opportunities for students to understand and apply fundamental economic concepts, business principles, and workplace competencies.

At the heart of Junior Achievement programs are the thousands of classroom volunteers, from many parts of the community and different walks of life, who deliver its programs in school classrooms.

Junior Achievement programs are rigorously and continuously evaluated by outside researchers. The findings indicate that they are having a positive and significant impact on student learning.

ELEMENTARY SCHOOL PROGRAM

In Junior Achievement's Elementary School Program, kindergarten through sixth-grade, children learn concepts and skills at each grade that build on those taught in preceding grades. In the primary grades, program themes emphasize family, neighborhood, community, and city economics. In the upper elementary grades, program themes expand to explore regional, national, and world economies.

This sequential approach is designed to show students how the market system works, its relationship to democratic values, and their responsibilities in this system. Students learn how and why people assume roles as citizens, consumers, workers, and employers.

Each grade-level theme includes a variety of activities to help young students develop appropriate decision-making and workplace skills. The concepts and skills taught are particularly relevant to their social studies classes and can be integrated with the general school curriculum.

Elementary School Program Themes

- *Ourselves:* Students are introduced to basic personal economic issues and the roles individuals assume as workers, consumers, and family members.
- *Our Families:* Students learn about the role of their families in the local economy, the jobs they have, and their economic needs and wants.
- *Our Community:* Activities demonstrate the responsibilities and opportunities that citizens have in their economic community.
- *Our City:* Students conduct business operations, make city planning decisions, and examine economic development issues.
- *Our Region:* Students learn about state economies, the economic resources of regions, and the decisions businesses must make.
- *Our Nation:* Students carry out activities for operating a business in the U.S. economy, including management, marketing, production, and an annual stockholders meeting.
- *Our World:* Students examine world economic resources, learn about economic systems, and engage in global trade using international currencies.

MIDDLE GRADES PROGRAMS

Junior Achievement offers four programs for middle and junior high schools nationwide. With each program, a business volunteer, in cooperation with the teacher, leads activities and discussions related to economic and business topics.

The programs teach students business and economic concepts, help them prepare for productive careers, and provide experiences in personal economics management. All of the programs are appropriate for grades seven through nine. However, because of the curriculum requirements of most school districts, *Personal Economics* tends to be taught at seventh grade, *Enterprise in Action* at eighth grade, and *The International Marketplace* in ninth grades.

The *Economics of Staying in School (ESIS)*, as its name implies, is designed to help students explore the impact of dropping out of school. This program may be taught as a separate curriculum or integrated with any of the other three programs.

All of the Middle Grades Programs supplement the general school social studies curriculum.

Personal Economics: Focuses on career exploration and personal money management.

Students

- assess personal skills and interest
- explore career options
- learn job-hunting skills
- develop personal budgets and examine family financial management issues

Enterprise in Action: Explores the U.S. economic system and the role of business.

Students

- learn about organizing and operating a business enterprise
- explore how markets work
- examine the role of government in the economy
- study the social responsibilities of business

The International Marketplace: Connects students through trade to people and cultures around the world.

Students

- examine the resources of countries and how they affect cultures and economic ways of life
- study the benefits of the barriers to international trade
- learn to convert currencies
- analyze international economic issues

The Economics of Staying in School: Demonstrates the benefits of staying in school through six engaging activities.

Students

- discover the relationships among education, career options, and earnings
- explore the financial costs and opportunity costs of an education
- prepare monthly household budgets
- assess personal skills and aptitudes
- define success and identify goals that would enable them to achieve it.

HIGH SCHOOL PROGRAMS

Junior Achievement's High School Programs include:

- Economics: (formerly Applied Economics) and Junior Achievement's only full-semester program
- JA Connections: a new three-component curriculum designed for school-to-career programs
- The Original Company Program: recently reconfigured for school classrooms and clubs
- GLOBE: a unique global economics program developed by Junior Achievement's International affiliate

These programs can be offered in a variety of sequences at grades nine through 12, with the exception of the Economics course, which is designed for grades 10 through 12. Local business consultants are the key to the high school programs. As experienced managers and executives trained by Junior Achievement, they bring practical business ideas and economic insights to the school classroom.

Economics: The Economics curriculum is a one-semester course that includes:

- Text: A 16-chapter book explaining microeconomic, macroeconomic, and international economic principles. It is illustrated with graphs and charts and features biographies of major economic philosophers, stories by innovative entrepreneurs, and enrichment reading.
- **Study Guide**: A student workbook with readings and exercises that reinforce concepts and foster critical-thinking skills.
- **Guide for Teacher and Consultants**: A student workbook with readings and exercises that reinforce concepts and foster critical-thinking skills.
- **Evaluation Materials**: Testing products that include pre- and post-tests, a computer-based test generator, and a 100-question final exam.
- **Computer Based Simulations**: Microeconomic and macroeconomic activities.

JA Connections: contains three components that help students acquire the knowledge, skills, and personal characteristics to develop productive careers and contribute to their community and larger society. Each component can be used separately supplement the school curriculum, grades nine through 12, or the three can be employed together as the curriculum for a separate high school course.

- **Success Skills**: With the component, students
  - -learn about the workplace environment
  - -use interpersonal skills to build rapport and influence others
  - -develop questioning and listening skills
  - -learn teamwork competencies
  - -assess their own workplace effectiveness using video
  - -develop a personal skills portfolio, including resume and formal job application
- **Workplace Internships**: This component provides on-the-job experience for students, who work with a sponsor to apply the skills studied earlier to the workplace.
- **Leadership JA**: In this component, students learn the characteristics and values of effective leadership and apply these ideas to economic issues and community work. Students
  - -examine the roles, relationships, and core values of leaders
  - -identify examples of leadership in the economic development of a community
  - -apply leadership principles to service learning

Company Program: By organizing and operating an actual business enterprise in school, students learn how businesses function and learn about the economic system. Students

-sell stock to raise capital
-elect officers
-develop a business plan
-manage daily company operations
-pay a dividend to stockholders
-liquidate their company
-develop leadership skills they can apply as business people and citizens in their community

The Company Program can serve as a model for extracurricular clubs and organizations in school.

Globe: Students in a U.S. classroom set up an import/export company with their counterparts from another nation and conduct business. The class

-operates a joint-venture partnership and multinational company

-trades in a foreign currency, uses exchange rates, examines trade restrictions, and practices business ethics

-works with students from another country and learns about their customs and culture

Junior Achievement Inc., National Headquarters, 45 Clubhouse Drive, Colorado Springs, CO 80906, http:\\www.ja.org
1-800-THENEWJA.

Nebraska Success Stories

GREENHOUSE MANAGEMENT

Description. Students from Schuyler Central High School enrolled in Greenhouse Management Class to get a hands-on learning experience in unit cost analysis. Students manage various crops from propagation to marketing. Each student must run a cost per unit and break-even accounting system for a major and minor crop. This type of accounting helps the students market their crop. The greenhouse crops are sold for various city and community projects as well as to local retailers.

The class also spent time building a greenhouse for one of the class members. They worked one day in a commercial greenhouse learning mass transplanting.

Program Areas. Agriculture Education
Grade Level. 9 - 12th Grades
Contact. Tom Wheeldon, Schuyler Central High School, 401 Adams, Schuyler, NE 68661, (402) 352-2421.

"MAKE IT YOUR BUSINESS" INTEGRATION PROJECT

Description. To give the Friend students a realistic picture of business, the eighth grade Family and Consumer Sciences and Industrial Technology students form manufacturing companies. Students apply and interview for various jobs within their companies. By being involved in a small scale business, students learn about management, employee responsibilities, communication and production while learning skills in these curriculum areas. The companies in Family and Consumer Sciences manufacture small fabric bunnies while Industrial Technology produce wooden banks.

During the unit, the Mathematics and English classroom teachers become involved, and they integrate various aspects of the project into their curriculum. After two to three weeks of production, the finished products are purchased by students at an auction. The students are able to use simulated money earned as a company employee.

Program Areas. English, Family and Consumer Sciences, Industrial Technology, Mathematics
Grade Level. 8th Grade
Contact. Margo Muhlbach, Friend Public School, Box 67, Friend, NE 68359, (402) 947-2781.

D. SCHOOL BASED ENTERPRISE

Overview

School-based enterprises assist students in developing the competencies needed to own and manage enterprises. Students in school-based enterprises must maintain complete and accurate records. Students work in the school-based enterprise site on a weekly basis and help establish work schedules to operate the enterprise.

In some school-based enterprise experiences, the school district owns the materials and other required inputs and the students keep financial records to determine returns on investments. The students plan, implement, operate and evaluate the operation of the business, including the production and distribution of goods and/or services. Other school-based enterprises involve public and private partnerships. In such partnerships, the private business provides the equipment and materials necessary to establish and operate the business while the district provides staff for instructional and supervision purposes. A school-based enterprise provides an opportunity for students to develop the necessary skills and competencies to establish their own businesses or to gain employment.

The suggestions given for *Setting Up Quality Entrepreneurship Experiences* in *Part C: Entrepreneurship Project/Class* in this manual would be invaluable in starting a School Based Enterprise.

Student Responsibilities

In developing a quality, comprehensive school-based enterprise, students are responsible for:

- ordering and purchasing the materials or other inputs required for the business;
- maintaining complete and accurate records;
- managing daily operations;
- making business decisions;
- an experience comprehensive in nature that shows growth in quality and quantity;
- incorporating improvement activities that increase the efficiency of the business;
- expanding the experience as additional skills are learned.

Nebraska Success Stories

IOTA INC. - THE WAVE OF THE FUTURE

Description. Maxwell Public School has formed IOTA, Inc., a program designed to educate rural students into the community rather than out of it. Students are developing the skills necessary to own, operate, and manage their own businesses.

In 1992 the school was the recipient of a Crossroads Education Grant from Apple Computer, Inc. A complete lab, including Macintosh computers, a CD-ROM, modem, scanner, several printers and software, was provided. In fulfillment of the grant, students began providing services for farmers, ranchers, businesses, and organizations as they learned to use the word processor, databases, spreadsheets, accounting, desktop publishing, and computer-aided design.

The computer services offered by the school run the gamut from accounting, advertising, designing of tickets and programs to forms for medical offices and tax receipts for service stations. Students in the business department act as consultants and advisors, training small business owners to develop and maintain their own accounting procedures.

Beginning in 1993, an entrepreneur class was offered to advanced business students. Students in this class contract with other classes to study the management and ownership of a business of their choice. The 1995-96 school year brought about an exciting development with a student applying for and receiving a loan to start her own business enterprise. What started out four years ago as a small lab with eight Macintosh computers has grown into three dedicated labs.

Maxwell School was featured on the cover of the October 1995 issue of *Electronic Learning*. Entrepreneurship projects have won district, state, and national competitions; and students have been asked to participate in technology showcases at the State Capitol. The students' enterprise has been a boost for the technology program, bringing in awards from The Knights of AK-SAR-BEN, US West, and the Peter Kiewit Foundation.

Program Areas. Fine Arts, Business Education, Family and Consumer Sciences, Industrial Technology, Journalism
Grade Level. 9 - 12th Grades
Contact. Kathy Brosius, Maxwell Public Schools, Box 188, Maxwell, NE 69123, (308) 582-4585.

YOGURT/ICE CREAM SCHOOL-BASED ENTERPRISE

Description. Harvard Public School District has developed a school-based enterprise using a rented yogurt/ice cream machine. The enterprise is integrated into the regular curriculum of the school district's advanced accounting class, consumer science classes and applied communication classes. The student council has been invested with business corporation responsibilities and coordinates the interactions between all the classes.

The enterprise specializes in only frozen yogurt/ice cream products at this time and sells them at school activities and community functions. Business has been outstanding to date.

The students are responsible for making the frozen products, advertising, selling, maintaining an inventory and recording all business transactions.

Program Areas. Business Education, English, Technology
Grade Level. 11 - 12th Grades
Contact. Larry Turnquist, Harvard Public School, Box 100, Harvard, NE 68944, (402) 772-2171.

E. TECH PREP PROGRAMS/ARTICULATION

Overview

Tech Prep combines a strong secondary and postsecondary education to prepare students for mid-level technology careers for the twenty-first century. The purpose of Tech Prep is to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the student population. After completing a strong academic and technical program, Tech Prep students are well prepared to enter full-time employment or pursue postsecondary educational options.

Tech Prep is NOT: (1) just preparation for a technical college; (2) just a series of applied academic courses; (3) renamed vocational education; or (4) merely a program affecting a small group of students. **Tech Prep IS** a catalyst for reform that transcends barriers that have traditionally prevented the majority of today's high school students from reaching their full potential. As a strategy for systemic reform at the secondary level, Tech Prep encompasses the components listed on the next page.

Nebraska Tech Prep *CAREERS* Goals

1. **COMMITMENT OF LEADERS**. To secure a long-term commitment for Tech Prep education from leaders in business, industry, government and education, thereby enriching collaborative partnerships.
2. **ARTICULATION AGREEMENTS**. To establish horizontal and vertical articulation between and among all levels of educational institutions.
3. **RELEVANCY OF INSTRUCTION**. To evaluate courses and programs (academic and vocational) on an on-going basis to determine appropriateness and relevancy of content and methodology.
4. **EDUCATE STAFF**. To provide inservice for teachers and counselors regarding the changes taking place in the world and how Tech Prep education addresses those changes.
5. **ENRICH CAREER GUIDANCE**. To improve and strengthen career guidance skills for all school personnel.
6. **RESOURCEFUL MARKETING**. To develop a statewide marketing plan which communicates the vision, scope and implementation of Tech Prep education to students, parents, teachers, administrators, business/industry leaders, policy makers, and the community.
7. **SYSTEMATIC REVIEW AND REVISION**. To establish a procedure for annually monitoring the effectiveness of Tech Prep education and providing feedback regarding achievement of established goals.

Tech Prep Components

Applied Academic Courses	A foundation in applied academic courses in science, mathematics, and communication. These courses are similar in content to traditional college prep courses but use real-life examples and emphasize contextual learning. The course content is rigorous and challenging.
Articulation	Articulation is the process that links two (or more) educational systems within a community to help students make a smooth transition from one level to another without experiencing delays, duplication of courses, or loss of credit. Articulation is a continuous process in which educational programs are reviewed and revised to provide curricula that will prepare students to participate in postsecondary options and to meet the needs of business and industry.
Assessment	Ongoing and continuous assessment of Tech Prep programs is necessary to stay abreast of curricular and program changes as technology mandates changes in the workplace.
Business/Industry Involvement	Business and industry representatives serve on boards and committees to provide direction for programs, to identify competencies, and to assist in curriculum decisions. They help to ensure that high school programs prepare students for current and future employment opportunities.
Career Guidance	Career guidance is provided to all students to assist them in mapping out a course of study to prepare them for future career options. This guidance plan is usually preceded by a middle school career exploration program. Each student's individual career plan is updated at least yearly to reflect current educational and career plans and involves parents in the development and revision.
Competency Based Instruction	Academic and occupational courses are taught using competencies based on job market requirements. These competencies are identified and developed in collaboration with business and industry representatives who serve on school district and state curriculum committees.
Entrepreneurship Education	Students learn the principles of the free enterprise system and how to begin their own businesses.
Integration	Academic and occupational education are combined to provide an activity-based curriculum that motivates students to learn and provides them with an understanding of real world situations. Academic and occupational teachers collaborate and coordinate instruction to provide the connection between academic and occupational education.
Occupational Speciality	Tech Prep students complete an occupational program in one of several technical program areas to ensure that students graduate from high school with marketable skills.
Parental Involvement	Successful completion of Tech Prep requires the full involvement of parents. Parental involvement is critical, especially when students participate in career guidance and choose a work based learning opportunity. Students and their families should meet often with school officials to ensure an optimum educational opportunity is achieved.
School-to-Career Transition	School-to-career transition initiatives such as youth apprenticeship, mentoring, cooperative education, shadowing, internship, and service learning provide work based learning opportunities. These options help bridge the gap between what students are learning in school and what they need to know to be successful in the workplace.
Staff Development	Teachers, guidance counselors, and administrators are provided with relevant and continuous staff development to gain knowledge and acquire skills to improve the teaching/learning experience.

MACHINE TOOL TECHNOLOGY 2 + 2 PROGRAM

Description. Students from Columbus High School and surrounding schools are eligible to participate in an articulated program in machine tool technology with the Platte Campus at Central Community College. Students earn credits for a high school diploma as well as up to 12 credit hours that is equivalent to the certificate level at Platte. When students enroll at Platte, the hours are transferred tuition free to Platte. This allows the student advance placement in the machine tool program.

The course runs two periods a day for a year or the equivalent of 20 credit hours at Columbus High School. A feature of the program beginning in the second semester is the shadowing program called Values in Partnership. Students spend one day of the week in local industry rather than going to class for that day. Students see first hand how class theory and lab experiences relate to the world of work. Local industries provide mentors for the students that share their work experiences, background training requirements and other aspects of the job with the student one-on-one.

Program Areas. Industrial Technology
Grade Levels. 11 - 12th Grades
Contact. Tracy Dodson and Steve Woodside, Columbus High School, 2200 26th St., Columbus, NE 68601, 402-563-7050.

TECH PREP EXPERIENCE

Description. Centura's first commitment to Tech Prep was to select an advisory committee from the community to give the program support and direction. Centura then began to in-service school staff, visit other schools with Tech Prep programs, attend workshops, and gather materials. All of this was made available to Centura High School through their articulation agreement with Central Community College.

Since then Centura has integrated Applied Mathematics, Applied Communications, Applied Economics, Workplace Readiness, and Principles of Technology into the curriculum. They have also worked on more drawing boards or curriculum pathways for the students to follow and to reach their career goals.

Other new ideas that have been introduced with the Tech Prep initiative are a teacher/adviser program called "Learning a Living" and implementing a student career academic handbook (a Student Career Folder and Planner).

Centura High School believes the Tech Prep experience will allow the school to meet the district goal: Every student will have a career objective and career plan upon graduation.

Program Areas. Careers/Guidance
Grade Level. 7 - 12th Grades
Contact. David Karr, Centura Public Schools, Box 430, Cairo, NE 68824, (308) 485-4780.

Nebraska Articulation Guide

The following *Nebraska Articulation Guide* was created to provide schools with a streamline articulation process for creating seamless educational pathways that help students transition from school to work and/or postsecondary education.

NEBRASKA
TECH PREP

NEBRASKA

ARTICULATION

GUIDE

Partnering with Secondary Schools through Tech Prep Articulation Agreements

TABLE OF CONTENTS

The Win-Win Benefits of Articulation 1

Tech Prep Articulation 1

What is an Articulation Agreement? 1

What is the High School's Role in Tech Prep Articulation Agreements? 2

How Does the Student Select Courses to Utilize an Articulation Agreement? 2

What is Advanced Placement and Advanced Standing? 2

How Do Students Obtain Advanced Placement or Advanced Standing? 2

Steps in the Articulation Process 3

Appendices

A. Nebraska Tech Prep Intent to Articulate Agreement 6
B. Sample Articulated Sequence of Courses (Drawing Board) 7
C. Course Fact Sheet For Articulation Review 8
D. Course Competencies Review Worksheet 10
E. Course Articulation Agreement 12
F. Application for Credit By Waiver or Examination 14
G. Nebraska Tech Prep Program Articulation Agreement 15

The Win-Win Benefits of Articulation

The benefits of articulation are wide-ranging. Some are immediate and obvious; others are subtle or take time to develop. Here are some of the most important:

Benefits to Students

- Articulation **saves students time and money** by eliminating the need to repeat skills training in college that was mastered in a high school program.
- Articulation **creates clear career training paths** and motivates high school students to consider college education as a viable personal option.
- Articulation **reduces student frustration and improves college retention** by allowing students to enroll in more advanced technical courses rather than making them sit through introductory courses whose content they have already mastered.

Benefits to Educators

- Articulation creates a visible college-stream option for vocational graduates—a potent recruiting tool for occupational programs.
- Articulation motivates high school students to perform well, since students usually must have good grades to qualify the credit made possible through the articulation agreements.
- Articulation can increase both the number and quality of secondary students who enroll in college technical programs and who later go on for a bachelor's degree or other higher-education.
- Articulation improves relationships among faculty and administrators across educational levels by helping them appreciate both the quality and the concerns of each other's programs.

Benefits to the Community

- Articulation helps create a more comprehensive education delivery system, with clearer, easier transition across levels for students.
- Articulation offers incentives for youth to go to college, thus increasing the potential tax base and overall quality of life in the community.
- Articulation helps turn out more and better-trained technicians and managers for local employers—a strong drawing card for attracting or retaining business/industry in the community.

Tech Prep Articulation

Tech Prep articulation provides a coordinated sequence of courses at both secondary and postsecondary education levels to help prepare students for careers involving technical skill and knowledge requirements. An articulated program of study for Tech Prep focuses on applied and integrated instruction in mathematics, science, and communications and is designed to provide technical preparation leading to an associate degree at a community college with options to continue onto four-year baccalaureate degree. A Tech Prep course of study may enhance a student's school-to-work transition.

Articulation is one of four foundational components of Tech Prep. Other components include:

- Student career awareness
- Career exploration and development
- Applied and integrated curriculum and instruction
- Partnering with business, industry, and government in the design and implementation processes.

What Is an Articulation Agreement?

An articulation agreement establishes a curriculum and educational pathway for students so they may easily make their transition from secondary schools to higher education. It is an effective way to encourage high school students to plan and continue their education. Through the Tech Prep articulation process, program linkages between area high schools and the community college are formed to help students make a smooth transition from one level to another without experiencing delays or duplication of courses.

What Is the High School's Role in Tech Prep Articulation Agreements?

Each school must decide if they wish to participate. The high school must offer appropriate courses, content for articulation, and the official documentation of their course objectives or exit competencies. Secondary school administration and faculty must consult and evaluate course competencies jointly with the community college faculty and administrators. Tech Prep staff development funds are generally available to compensate educators involved in the articulation process.

How Does the Student Select Courses To Utilize an Articulation Agreement?

Students work with their high school counselor, teachers, and parents to plan an appropriate course of study. High school counselors and faculty may be in contact with the community college faculty advisors for helpful information to provide their students while planning. Tech Prep educational pathway drawing board (course sequences) are provided to help students lay out a feasible four-year course plan including graduation requirements, recommended courses for preparation for certain career clusters or technical programs, and high school courses eligible for advanced placement or advanced standing the community college.

What Is Advanced Placement And Advanced Standing?

At the community college, advanced placement means that a student may be exempt from enrolling in an articulated course because of successful completion of the parallel course at the high school level. The student will receive credit for the college course on the college transcript. No tuition or fee payment is required. The advanced placement credit hours will be counted toward graduation, but will not be counted in the student's grade point average.

Advanced standing at the community college means that a student must still enroll in the college's course qualifying for advanced standing. Because the student has met one or more of the community college's course competencies in the parallel high school program, the student will experience one or more of the following:

- The student will be taught more advanced skills and problem solving leading to successful performance on certification tests.
- The student may test out of a portion of the course resulting in a partial tuition waiver.
- The student may waive a section or multiple sections of a course.
- The student may receive partial or total waiver of required work experience.
- The student may serve as a teaching assistant to the instructor, developing supervisory skills.

How Do Students Obtain Advanced Placement/Advance Standing?

In order for students to obtain advanced placement or advanced standing a student should:

- Successfully complete the secondary Tech Prep course sequence and earn a high school diploma.
- Earn a grade of B or higher in the qualifying high school course(s) or a grade of 90% on the course competency test(s) where such texts exist.
- Be accepted into a program of study at the community college within one year of graduation from high school or as soon as space is available where an entrance waiting list exists.
- Complete community college Application for Credit by Waiver form.

Steps in the Articulation Process

In order to implement a Tech Prep program, articulation is necessary between high schools and the community college within the consortium. Nebraska Tech Prep has committed to an "advanced skills" approach, in which both academic and vocational course work are articulated. By considering all courses rather than focusing only on technical offerings, it is believed that a smoother transition for the student will occur between high school and college.

The articulation process is a time and cost intensive procedure. It usually requires that academic and vocational faculty from each institution meet several times in person to discuss course offerings, determine outcomes and competencies, and establish "drawing boards" of course sequences from grades 9 through 14. The following steps have used successfully in the articulation process.

Step 1 Secure Commitment of Leaders

Identify the educational institutions to be involved in the articulation. Obtain the commitment of their leaders to participate and ask them to identify key person(s) in their organization to serve on the articulation committee.

Step 2 Create an Articulation Committee

The articulation committee should include secondary and postsecondary administrators/ teachers/counselors from each participating institution as well as community/business/industry representatives. They should plan to meet at least monthly for six to twelve months.

Step 3 Determine Programs to be Articulated

Area high schools should determine which vocational programs or occupational clusters they want to articulate with the community college. Various career or occupational clusters have been utilized by high schools in Nebraska. Four common career cluster titles have been widely adopted (with occasional variation): Business/Information Management, Health/Human Services, Engineering/Industrial Technology, and Arts/Sciences or Humanities. Programs offered by the community college that match high school vocational program offerings are usually selected. An Intent to Articulate Agreement (see Appendix A) is signed by representatives of the high school and community college and initiates the high school's membership in the community college Tech Prep Consortium

When making program selection decisions, it is recommended that school administrators, local Tech Prep coordinators, and leadership teams obtain the advice of their local Tech Prep advisory committees as they look at the vocational programs offered in their system to determine present strengths. Generally, the first programs articulated with the community college are those programs and courses that are currently in place within the high schools..

Step 4 Draft Four Year High School Educational Course Sequences (Begin design of Drawing Boards)

After programs "to be articulated," are determined, preliminary educational pathway course sequences called "drawing boards" can be drafted . Appendix B shows an example of a completed Tech Prep drawing board. The intended use of the drawing boards is to help students with course recommendations for their four-year plan of study in high school. The drawing boards will include the academic and vocational courses that will lead to a barrier-less transition into the community college. Courses should provide students with the skills they will need to succeed in gaining and maintaining employment after high school graduation if they choose this route.

When developing a Tech Prep drawing board, local graduation requirements must first be considered. This includes the number of years of math, science, social studies, communications, and other disciplines that are required. Consideration is also given to the course sequence recommended in a related vocational/technical program. Do these courses build on previous skills and /or do they provide a broad exploration of the area? It is hoped that career exploration experiences will be possible for students during their freshman and sophomore years. Before the eleventh grade, students can decide if they wish to focus their vocational studies in an articulated program area.

In regard to academic requirements, the goal of a Tech Prep program is to build students' academic skills, especially beyond what is usually found in a general education track. The program's target population, the middle 50 percent of the student body, are frequently unsuccessful in upper level courses taught in a traditional college prep manner. Applied academic courses are a successful solution to this concern and should be considered in developing the drawing board course sequence. Examples of applied academics curriculum include: Principles of Technology, Applied Mathematics I - III, Applied Biology/Chemistry, Applied Communications and Communications 2000. The Center for Occupational Research and Development (CORD), the Agency for Instructional Technology (AIT), and Southwestern Publishing have developed many applied curriculum materials.

Course titles should be sequenced for each discipline and for each year of high school attendance. Vocational instructors may be called upon to recommend academic requirements, based on their understanding of the skill needs of the vocational program.

In summary, graduation requirements are determined first. Next, academic courses through the four-year sequence are determined on the basis of ability and learning styles within the target student population and on the program being articulated. Finally, vocational courses are selected for each year of high school that will provide career exploration opportunities and will build on the skills necessary for the program being articulated. High school exit courses recommended on an articulated Tech Prep educational pathway should help a student enter the community college program prepared and without academic deficiencies.

Step 5 Determine Exit Objective/Competencies for High School Courses

As the four-year high school recommended course sequence is determined, the final (junior or senior level) courses offered in each subject area should be considered. Objectives and/or intended competencies taught in each of these top-level courses should be outlined by the instructors of these courses. For example, if the final math course in the four-year sequence is Applied Math II, then the objectives, and/or competencies of that course would be determined and recorded. Generally, each high school course in the sequence is developmental, with final courses building on the skills, knowledge, and attitudes previously learned.

The articulation committee should meet with teachers and curriculum specialists for the courses/programs designated for articulation to review and analyze course information. A Course Fact Sheet (see Appendix C) should be used for recording current course information at both the secondary and postsecondary level. A comparison of these course fact sheets must then be done to determine where articulation is feasible and/or to assess how the course(s) must be modified to make articulation possible.

Step 6 Compare High School Course Objective/Competencies with Community College Entry Level Competency Expectations

The objectives and/or competencies determined for each of the final courses recommended on the high school course sequences are shared with the community college representatives involved in the articulation effort. Dialogue between program administrators or instructors at the community college and high school faculty regarding high school exit competencies and community college entrance competency expectations should lead to the final determination and approval of the recommended high school Tech Prep course sequences.

In some cases, recommended courses listed on the Tech Prep educational pathway drawing boards may be specially designated as: 1) advanced placement, 2) advanced standing, or 3) pre-admission course. In order to receive such designation, specific high school course information would be provided and approved by the appropriate community college program officials. Step 7 is an optional step in the program articulation process which may lead to specific course articulation agreements.

Step 7 (Optional) Determine Possibility for Specific Course Articulation Agreements

As specific course are reviewed and compared to make appropriate decisions in the program articulation process (see Steps 5 & 6 above), it may become apparent that significant replication exists between some exit level high school courses and a few entry level college courses. Specific course competency matches are generally more prevalent in skills-based or technical subjects.

The Course Competencies Review Worksheet (see Appendix D) is used as the official documentation for specific course articulation. Individual high school course objectives, and/or competencies are examined by community college faculty instructing in the same discipline. The Course Fact Sheet for Articulation Review (see Appendix C) provides an excellent format for analyzing these courses. College instructors will determine whether the high school course or series of courses may qualify to be designated as advance placement (full credit by waiver) or advance standing. In some instances, specific high school courses may be designated as pre-admission courses for some community college program entrance placement purposes.

A Course Articulation Agreement (see Appendix E) will be signed by administrative representatives at the high school and the community college detailing information relating to agreed upon advance placement or advance standing arrangements. High school and college courses that have been articulated as advance placement or standing may be noted on the educational pathways. Students may apply for Credit by Waiver or Examination for these courses when they apply for admission to the college (see Appendix F).

Step 8 Add the Postsecondary Program Course Sequence

The two-year community college program course sequence (course titles) is added to the required and recommended four-year high school courses noted on the educational pathway drawing board. The drawing board will now show a 4 + 2 year suggested course sequence or program of study (4 years of high school plus 2 years for an associate degree at the community college). The community college Tech Prep Office maintains a data base of the Tech Prep drawing boards. The drawing boards can be typed and printed by the Tech Prep office or they may be prepared in-house by the individual member high schools. Regardless of the method of preparation, program and/or course changes must be kept up to date on the drawing boards.

Step 9 Finalize Program Articulation Agreement

Completed Tech Prep educational pathway drawing boards should be reviewed and by community college program chairs or division deans who will initial and date the back of each one they approve. The drawing boards then become part of the Program Articulation Agreement (see Appendix G) which must be signed by designated administrators at each institution. Secondary and post secondary participants in the agreement will get a final copy for their records. Original initialed drawing boards and program articulation agreements will be stored in the community college Tech Prep office. The State Department of Education will receive a copy o Program Articulation Agreements and corresponding drawing boards as long as Federal Tech Prep funds are administered there.

Step 10 Review and Update to Keep Agreements Current

Educational pathway drawing boards and/or program articulation agreements should be reviewed for necessary changes at least every two years. The partnering institutions in Tech Prep should be informed when courses, course sequences or program requirements are revised at either the secondary or post-secondary level. Program and/or course articulation agreements should be revised as needed.

Nebraska Articulation Guide - page 6

Appendix A
NEBRASKA TECH PREP
INTENT TO ARTICULATE AGREEMENT*

STATEMENT OF INTENT. The intent of this Agreement is to provide a means for increasing the probability that students will acquire the necessary knowledge/skills in the Secondary Program to successfully complete the Postsecondary Program **and/or** attain related employment. This Agreement initiates a planned process for linking educational programs at the secondary and postsecondary levels to help students make a smooth transition from one level or program to another without experiencing delays or duplication of learning. Program content will be based on input from practitioners in the field.

ELIGIBILITY. All students are eligible for participation at the secondary level. To participate at the postsecondary level, students must (1) successfully complete the Secondary Program, (2) enroll in the articulated Postsecondary Program within the specified time frame and (3) make application for credit and/or advanced placement as agreed upon and stated in the sequence of courses to be created prior to signing the actual Tech Prep Program Articulation Agreement.

GENERAL TERMS OF AGREEMENT

COLLABORATION. The two education systems will meet to create articulated sequence of courses and to establish advanced placement and/or advance standing criteria.

SEQUENCE. This will be a six year program, encompassing four years of secondary education and the first two years of postsecondary education (grades 9-14).

PROFESSIONAL DEVELOPMENT. Monetary support for participation in Tech Prep related activities will be provided to faculty/staff based on availability of grant funds.

CURRICULUM AREAS TO ARTICULATE. The following career pathways and/or vocational technical program areas will be the focus of articulation in this Agreement. Funds may be restricted if vocational/technical programs do not meet Nebraska Department of Education base components or have a program improvement plan on file.

Meets Base Components . . . Y/N **Improvement Plan on File . . . I** **Not Applicable . . . . N/A**	**Secondary Program(s)**	**Postsecondary Programs(s)**	**(may be undeclared)**
________	_____ Agriculture	________________	________________
________	_____ Business	________________	________________
________	_____ Family/Consumer Science	________________	________________
________	_____ Industrial Technology	________________	________________
________	_____ Marketing	________________	________________
________	_____ Trades/Industry	________________	________________
________	_____ Applied Art	________________	________________
________	_____ Applied Science	________________	________________
________	_____ Engineering Technology	________________	________________
________	_____ Health/Human Services	________________	________________
________	_____ Other__________	________________	________________

TIME FRAME. The proposed time line for completion of these articulated sequence of courses is one year from the date of this intent agreement.

SEQUENCE OF COURSES. We understand that prior to signing the actual **Tech Prep Program Articulate Agreement**, a sequence of courses must be developed which shows the specific courses at _______________ **High School** and _______________ **Community College** which will lead to an Associate Degree or two-year certificate.

SIGNATURES

_______________________________________ _______________________________________

Community College Designated Representative Date School District Designated Representative Date

_______________________________________ _______________________________________

Postsecondary Institution Secondary Institution

* For more detailed information regarding the articulation process, please obtain a copy of the *Nebraska Articulation Guide* by contacting your local Tech Prep Consortium Coordinator or the Tech Prep Director, Nebraska Department of Education, 402-471-0948.

Appendix B: Sample Articulated Sequence of Courses (Drawing Board)

TECH PREP ASSOCIATE DEGREE PROGRAM
BUILDING CONSTRUCTION DRAWING BOARD

CALLAWAY HIGH SCHOOL				MID-PLAINS COLLEGE	
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**	**1st Year**	**2nd Year**
Required English 9 Geography Physical Science Speech/PE Beginning Woods	**Required** English 10 World History Biology	**Required** English 11 American History Building Construction	**Required** English 12 Government/Psychology Building Construction	BLD111 Residential Const 1 BLD113 Construction Drafting BLD115 Const. Materials & Practices BLD121 Const. Equipment & Techniques BLD123 Const. Blueprint Reading & Sketching BLD125 Applied Math BLD126 Computer Spreadsheet & Estimating BLD127 Bricklaying & Masonry Techniques (Opt) SUMMER SEMESTER (Optional) BLD155 Summer Internship	BLD231 Building Structures & Cabinetmaking BLD233 Construction Codes & Standards BLD235 Construction Welding BLD236 Supporting Trades BLD 241 Residential Const.II BLD 243 Commercial Planning & Design BLD 245 Business Management
Required Algebra I or General Math I	**Required** Algebra I or General Math I Algebra II or General Math II or Advanced Math	**Required** Algebra I or General Math I Algebra II or General Math II or Advanced Math..	**Required** Algebra I or General Math. I Algebra II or General Math. II or Advanced Math.		
Recommended Fine Arts	**Recommended** Fine Arts	**Recommended** Fine Arts Electricity I Welding AutoCad Drafting Adv Cabinetry Job Readiness	**Recommended** Fine Arts Electricity I Welding AutoCad Drafting Adv Cabinetry Job Readiness Auto Mechanics		
ADDITIONAL INFORMATION: Diplomas are based on the general requirements that a student must attend school for eight semesters or receive special permission from the Board of Education to complete course requirements in less than eight semesters. HONORS DIPLOMA - at least 215 total credits or more with a CPA of at least 89% and completion of additional science and math. courses and all requirements for regular diploma. REGULAR DIPLOMA - Successful completion 200 credits including 4 years of English and Social Studies, and two years of science and math..				ADDITIONAL INFORMATION: Additional course work required for Associated of Applied Science degree consists of one course from each of the following groups: Written Communications, Oral Communications., Social Science. Natural Science and Mathematics for a total of 12 credit hours. Departmental App. Math. fulfills Science and Math. requirement. 2.00 GPA average or better required in major course of study.	

Approved by Tech Prep Coordinators:____________________ Approved by Community College Program Chair/Division Dean____________________ Date____________

Appendix C

COURSE FACT SHEET FOR ARTICULATION REVIEW

Instructions: The course fact sheet provides key information about courses for articulation purposes. One page is the recommended length. Two pages maximum. The fact sheet is to be completed by faculty and/or curriculum specialists at the initiating institution. Fact sheet should be dated.

I **General Course Information.** Identifies school and course title along with other descriptive information about the course.

II. **Prerequisite Competencies.** Describe the key skills the student should posses upon entering this course. What should they know and be able to do in order to succeed in this course?

III **Materials/Methodology.** List texts, other reference materials, teaching/learning methods/technologies utilized. Examples: small group work, lab experiments, demonstrations, case study, computer assisted instruction, interactive video, virtual reality, and lecture.

IV. **Course Content.** Course concepts/topics listed sequentially. Could also include purpose of course, primary student focus, etc.

V. **Course Objectives/Exit Competencies.** Write measurable statements of what students should know and be able to do at the end of this course.

Examples:

Demonstrate the use of various problem solving strategies given specific data.
Given an anatomical model, identify and label the structures.
Interpret, explain, summarize oral or written communications.
Define vocabulary terms.
Apply a concept to a real life situation.
Demonstrate the procedure for dissecting a laboratory specimen.

VI. **Performance Assessment.** Describe how students will be assessed to determine whether or not they have met the exit competencies listed in Part V. Describe both developmental assessment methods and learning outcome assessment. E.g., quizzes, written exams, skill performance, writing, portfolios, group projects, oral presentations, workbooks, lab participation, attendance, etc.

COURSE FACT SHEET FOR ARTICULATION REVIEW

Date ______________

I. GENERAL COURSE INFORMATION

School __________________________ Course # _____ Course Title ____________________

Teacher Name _______________________ Semester Hours _______ Quarter Hours________

Course Purpose/Major Goal(s) ____

Textbook(s) Used ____

Supplemental Resources ____

Prerequisite Course(s) ____

Recommended Grade Level(s) 9 10 11 12 13 14 15 16

II. PREREQUISITE COMPETENCIES

III. MATERIALS/METHODOLOGY

IV. COURSE CONTENT

V. COURSE OBJECTIVES/EXIT COMPETENCIES

VI. PERFORMANCE ASSESSMENT

Appendix D
COURSE COMPETENCIES REVIEW WORKSHEET

_______________ High School _______________ Community College

Course(s) to be reviewed for articulation:

Dates of Meetings for Review ________ ________ ________ ________

COMMITTEE EVALUATION

A. Total number of competencies listed for ____ HS course(s): ________

B. Total number of competencies listed for CC course: ________

C. Number of equal competencies found: ________

D. As a result of the committee's evaluation, do you recommend adjustments, deletions, additions to course content at either the high school or community college ?

Explain:

E. Does the committee recommend this course as a prerequisite for ____________________ program at the Community College? **YES / NO**

F. Does the committee recommend advanced placement? **YES / NO**
Explain and justify your recommendation.

G. Does the committee recommend advanced standing? **YES / NO**
Explain and justify your recommendation.

H. If advanced placement is recommended, how do you verify it (grade average, proficiency and/or performance test, teacher recommendation or any combination?) Explain reasons:

COMPETENCY LISTING	
COMMUNITY COLLEGE	**HIGH SCHOOL**
(Attach CC course information or use this space to list competencies.)	(Attach high school course competencies, use the Course Fact Sheet for Articulation Review as a guide in preparing course information , or use this space to list competencies.)

Community College	CURRICULUM MATERIALS AVAILABLE	High School
	Course Competency Listings	
	Competency Tests	
	Performance Tests	
	Textbooks	

APPROVAL:
Each instructor involved in the review process must sign this form:

Name____________________ Title____________________ Phone # ________________

Name____________________ Title____________________ Phone # ________________

Name____________________ Title____________________ Phone # ________________

Name____________________ Title____________________ Phone # ________________

Name____________________ Title____________________ Phone #________________

SAMPLE

Appendix E
COURSE ARTICULATION AGREEMENT

Secondary School____

Postsecondary Institution____________________________________

This Letter of Agreement is enacted to facilitate the transfer of credits from **High School** to **Community College**. It enables students to apply high school courses that are equivalent to college courses toward the college's graduation requirements in diploma and/or Associate of Applied Science Degrees.

A. **ARTICULATED COURSES AND CREDITS.** The Advanced Placement/ Advanced Standing Chart on the back of this agreement outlines the secondary courses subject to this agreement and the related college courses. As indicated, the secondary courses identified as advanced placement may be used as a substitute for specific college courses within the postsecondary program curriculum. Through either advanced placement or advanced standing status, students would have an opportunity for shortening the time required to complete the postsecondary program or to take additional courses recommended by their advisor for program enrichment.

B. **TRANSFER OF CREDIT.** Students wishing to have secondary credits transcribed by the college must complete the college's application process. In addition, the student must complete the college's "Application for Credit by Waiver or Examination" form and attach an official high school transcript.

C. **ANNUAL REVIEW.** Instructional representatives and administration from secondary and postsecondary participants will review this process, curricula, courses, and agreements by March 1 of each year. The "Curriculum Review Worksheet" should be the document reviewed. It is the official working document used in the Tech Prep project to identify advanced placement or advanced standing course matches between Southeast Community College and Tech Prep consortium schools.

D. **STUDENT AND PARENT INFORMATION.** The secondary and postsecondary institutions participating in this agreement will provide copies of catalogs, curricula, application materials, and this articulation agreement to students and parents and will assist them with education planning and enrollment. The secondary participants will identify students who are participating in advanced placement or advanced standing courses and will assist them with program planning and transition.

E. **SIGNATURES OF APPROVAL.**

____________________ College Administrator	____________________ Date
____________________ Program Chair	____________________ Date
____________________ High School Administrator	____________________ Date

Course Articulation Agreement and Evaluation

Name of Program____

Secondary School____

Postsecondary Institution____

Advanced Placement/Advanced Standing Chart

High School	**Community College**	
Tech Prep Courses	**Advanced Placement Courses**	**Advanced Standing Courses**

To obtain Advanced Placement or Advanced Standing at **Community College**, a high school student should:

1. Successfully complete the secondary Tech Prep program and earn a high school diploma.
2. Earn a grade of B or higher in the qualifying high school course(s) or a grade of 90% on the course competency test(s) where competency tests exist.
3. Be accepted in a program of study at CC within one (1) year of graduation from high school or as soon as space is available where a waiting list of 1 year exists.
4. Complete an CC Application for Credit by Waiver form.

Exceptions to these guidelines can be made with CC administrative approval.

Advanced Placement at CC in the program identified above means a student is exempt from enrolling in the identified course(s) at CC because of successful completion of the parallel course at the high school level. The student will receive credit for the college course on the college transcript. No tuition or fee payment will be required. The advanced placement credit hours will be counted toward graduation, but will not be counted in the college grade point average.

Advanced Standing in programs at CC means a student must enroll in the course qualifying for advanced standing. Because the student has met one or more of the CC course competencies in the parallel high school program, the student will experience one or more of the following:

- The student will be taught more advanced skills and problem solving leading to successful performance on certification tests.
- The student may test out of a portion of the course resulting in a partial tuition waiver.
- Waive a section or multiple sections of a course.
- Partial or total waiver of required work experience.
- Serve as a teaching assistant to the instructor, developing supervisory skills.

Appendix F

APPLICATION FOR CREDIT BY WAIVER OR EXAMINATION

Name____________________ Social Security # __________ Date__________
Current Address____________________
Last High School Attended ____________________ Graduation Date__________
Declared Program of Study ____________________

GENERAL INFORMATION:

The College believes that persons should have an opportunity to receive credit for demonstrated competencies which are similar to the competencies required in courses and programs offered by the College. The two methods available to gain advanced standing are by waiver or by examination. Advanced Standing may be awarded by each department of the College, but cannot exceed ⅓ of the total credit hours required for a program award. Test fees are nonrefundable.

REQUIREMENTS:

1. All applicants must have completed an application for admission to the College.

2. All applicants for credit by examination must obtain permission from the department responsible for teaching the course; have recorded the appropriate course numbers, title, and credits on the form; and pay the campus cashier 50% of the current total tuition rate prior to taking the examination.

3. All applicants for credit by waiver must provide supportive documentation such as competency reports, proficiency certificates, or training records. Evaluation of applicants for credit by waiver is the responsibility of the department responsible for teaching the course.

PROCEDURES:

1. Requests for credit by waiver prior to admission should be submitted to the Admissions Office. Current students must contact their advisor for approval in obtaining evaluations and department certification and submit application to the campus Registrar.

2. Requests for credit by examination must first be submitted to the student's advisor for approval and to the department responsible for teaching the course for processing.

3. Certification of credit granted by waiver or examination must be signed by the Department Chairperson for teaching the courses.

4. The Registrar records credit by waiver or examination on the student's transcript of grades and returns copies to the student and the student's advisor.

To be complete by the student's advisor		DO NOT WRITE HERE (To be completed by department responsible for teaching the course)					
Course Number	Course Title	Credit Hours	METHODS		Test Fees	RESULTS	
			Waiver	Exam		Credit Granted	Credit Not Granted
				Total		Receipt #	

Advisor's Signature ____________________ Cashier ____________________
Student's Signature ____________________ Date ____________________
CERTIFICATION (To be Completed by the Department responsible for teaching the course)____________________
Department Chairperson
Entered on the transcript on ____________________
Date Registrar

Copies Original to Student Record Canary to Registrar Pink to Advisor Goldenrod to Student

Appendix G
NEBRASKA TECH PREP
PROGRAM ARTICULATION AGREEMENT*

STATEMENT OF ARTICULATION. This Agreement articulates a planned process for linking educational programs at the secondary and postsecondary levels to help students make a smooth transition from one level or program to another without experiencing delays or duplication of learning. It formally solidifies specific responsibilities, roles, programs, and courses between participating institutions.

GENERAL TERMS OF AGREEMENT

COLLABORATION. Individuals representing secondary, post-secondary education, and business/industry (when appropriate) participated in the development of this sequence of courses.

SEQUENCE. This will be a six-year program, encompassing four years of secondary education and the first two years of postsecondary education (grades 9-14).

PROFESSIONAL DEVELOPMENT. Monetary support for participation in Tech Prep related activities will be provided to faculty/staff based on availability of grant funds.

CURRICULUM AREAS TO BE ARTICULATED. The following career pathways and/or vocational technical education programs are delineated in this Agreement. Funds may be restricted if vocational/technical programs do not meet Nebraska Department of Education base components or have a program improvement plan on file. The attached Curriculum Drawing Board shows the articulated secondary-postsecondary sequence of courses agreed upon in this document. It is designed to increase the probability that students will acquire the necessary knowledge/skills in the Secondary Program to successfully complete the Postsecondary Program **and/or** attain related employment.

Meets Base Components Improvement Plan on File	**Secondary Program**	**Postsecondary Programs(s)**
___ YES	____________________	____________________
___ NO	____________________	____________________
___ Plan on File	____________________	____________________
___ N/A	____________________	____________________

ELIGIBILITY. All students are eligible for participation at the secondary level. To participate at the postsecondary level, students must (1) successfully complete the Secondary Program, (2) enroll in the articulated Postsecondary Program within the specified time frame and (3) make application for credit and/or advanced placement as agreed upon and stated in the sequence of courses attached to this Agreement.

TIME FRAME. This Agreement shall remain in effect until such time as it is revised or revoked.

TECH PREP ASSOCIATE DEGREE/TWO-YEAR CERTIFICATE. We understand that this **Tech Prep Program Agreement** which includes the attached articulated sequence of courses between ____________________ **High School** and ____________________ **Community College** has been designed to lead an Associate Degree or two-year certificate.

SIGNATURES

____________________	__________	____________________	__________
Community College Designated Representative	Date	School District Designated Representative	Date
____________________		____________________	
Postsecondary Institution		Secondary Institution	

*For more detailed information regarding the articulation process, please obtain a copy of the *Nebraska Articulation Guide* by contacting your local Tech Prep Consortium Coordinator or the Tech Prep Director, Nebraska Department of Education, 402-471-0948.

F. VOCATIONAL STUDENT ORGANIZATION (VSO) PROJECTS/COMPETITION

Overview

Vocational student organizations are a basic component of vocational education programs that support and enhance related school site and work site learning. Over 20,000 students in Nebraska's middle, secondary and postsecondary schools receive direct benefits from participating in VSOs. These organizations provide linkages to business and industry through the development of mutually beneficial partnerships.

Vocational student organizations are formally chartered local chapters affiliated with state and national associations that are recognized by the U.S. Department of Education and the Nebraska Department of Education. The following chartered vocational student organizations are active in Nebraska.

Nebraska VSOs	
DECA	an association of marketing students
FBLA	an association of business students
FCCLA	an association of family and consumer sciences students (formerly FHA)
FFA	an association of agriculture students
HOSA	an association of health occupations students
YFA	an association of young farmers
VICA	an association of industrial technology students

For more information on Vocational Student Organizations, call 402-471-2295, Nebraska Department of Education, P.O. Box 94987, Lincoln, NE 68509-4987.

Nebraska VSO Mission Statement

The mission of the Nebraska Vocational Student Organizations is to provide educational opportunities directly linked to the curriculum for vocational and applied technology education students so they may develop personally and professionally in preparation for career and life.

VSOs and the SCANS Workplace Competencies

The SCANS (Secretary's Commission on Achieving Necessary Skills) Competencies were written in 1993 and have received a great deal of attention as the skills necessary to transition from school to a career and/or postsecondary education. A complete description of the SCANS Competencies and Foundation Skills can be found in this guide, *Section H-Workplace Readiness Courses*. The following table provides a brief look at how VSOs teach and reinforce development of these foundational skills and competencies.

VSOs Reinforce SCANS Workplace Competencies by . . .

THE FOUNDATIONS	**Basic Skills**	◆ Building on the basic skills and literacies needed for productive careers and family life through curriculum-related activities and state and nationally sponsored competency-based competitive events.
	Thinking Skills	◆ Enhancing personal skill development through student-centered leadership, scholarly pursuit, critical thinking, problem solving and creativity. ◆ Motivating students to learn by reinforcing classroom instruction based on real-life applications. ◆ Developing decision making, creative thinking, and problem solving skills through individual, team and chapter activities.
	Personal Qualities	◆ Providing economic empowerment through development of a positive work ethic. ◆ Developing desirable work habits and attitudes, including an appreciation for the value of work. ◆ Motivating students to achieve excellence in the pursuit of personal and career goals by recognizing their achievement. ◆ Enhancing student self-esteem and self-confidence.
COMPETENCIES **Effective workers can productively use . . . .**	**Resources**	◆ Educating for responsible management of resources including the balance of work and family roles and the development of healthy lifestyles. ◆ Building knowledge and skills for balancing work, family, and community responsibilities. ◆ Development of meaningful business partnerships.
	Interpersonal Skills	◆ Promoting human resource development through personal growth, team building, cooperation, competition and partnerships. ◆ Practicing citizenship through community involvement and the democratic process. ◆ Building appreciation of equity and diversity for success in a global society.
	Information	◆ Promoting occupational skill development through experiential learning and occupational preparation. ◆ Enhancing employability through career exploration, occupational skill development and partnerships with business/industry. ◆ Acquiring the knowledge and skills that allow students to successfully maintain and progress in a career.
	System	◆ Developing life-long learning by encouraging members to effectively process and apply new information.
	Technology	◆ Providing technical skills needed to succeed in the high tech business world.

"Teaching the SCANS Competencies," The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, 1993

The Role of the VSOs in School-to-Work

There are several opportunities for Vocational Student Organizations to perform a significant role in the development and implementation of various components of the School-to-Work Opportunities Acts (STWOA). It is critical that advisors become knowledgeable about the legislation and then seek out and actively participate in the state and local activities regarding school-to-work. The following paragraphs outline the areas where VSO advisors should become actively involved with the School-to-Work Opportunities Act.

State and Local School-to-Work Networks. At the state and local level, collaborative partnerships are mandated by the legislation to ensure that a broad composite of all entities who are stakeholders in a school-to-work system can provide guidance and input. The legislation includes Vocational Student Organizations on school-to-work networks at both the state and local levels. Representation in these partnerships can ensure VSOs an active role in the design, development and implementation of statewide school-to-work systems and local school-to-work programs.

School Site Learning

Career Awareness/Exploration. There are several elements under the School-Based Learning component that VSOs can become involved with in the implementation of a school-to-work program. Significant attention is given to the importance of career guidance activities under STWOA. Every student that is part of a school-to-work program is required to participate in a career awareness or career exploration and counseling program no later than the seventh grade. Local VSO chapters can assist in this activity by exposing students to a wide variety of occupational clusters. In the initial stages, this may be in the form of business/industry representatives speaking and interacting with middle school students at the school site. The intermediate stage would involve industry tours and job shadowing activities. Ultimately, students would choose a work-based learning experience in the form of an internship or mentor activity. All of these activities can be easily facilitated by the VSOs because of their existing relationships with business/industry and labor.

Career Majors. Every student who participates in a school-to-work program will be required to select a "career major" by at least the eleventh grade. One of the subcomponents of a career major is that the career major must prepare the student for employment in a broad occupational cluster or industrial sector. Each VSO discipline is in itself an occupational cluster, thus making the VSOs a viable delivery vehicle for assisting students to prepare in a broad occupational cluster. VSOs will need to work closely with the school-to-work program designers so that as occupational clusters are established within the programs, they are closely aligned with the available Vocational Student Organizations in the region.

Work Site Learning

Prospective Employers. One of the biggest questions yet to be answered is: what will be the level of participation by employers? Clearly, the VSOs and their students have been tremendous ambassadors to the business/industry/labor environment for years. The local VSO advisor and his or her students can play an active role in contacting and recruiting potential employers to become involved with developing local partnerships.

Workplace Competencies. Another element of the Work-Based Learning component is that students receive instruction in workplace competencies. Employers today increasingly emphasize that academic and technical skills are not the only skills needed by students in order to enter the workplace. Today's high-performance workplace requires a diversity of general skills, such as teamwork, problem solving, positive work attitudes, employability, and participatory skills, as well as critical thinking. These competencies make up the core of the educational programs upon which Vocational Student Organizations are founded. Vocational Student Organization Program administrators must work to infuse these competencies into school-to-work programs, both from the standpoint that they are required in order to meet the legislative provisions of the law and for the benefit of the students participating in the school-to-work program.

School Based Enterprises/Cooperative Programs. In most regions, local business and industry will probably lack the capacity to provide work site learning for every student. Again, the VSOs can play an integral role is providing quality paid and nonpaid work experiences through school-based entrepreneurial and cooperative programs. Especially in rural areas, when even fewer opportunities will exist for work site learning, the VSOs can provide guidance and development strategies for initiating or expanding operating school-based enterprises.

All Aspects of the Industry. The national VSO offices provided leadership at the national level in underscoring for Congress the important role that Vocational Student Organizations have provided for years in the delivery of vocational-technical education. Due to this effort, the legislation contains language providing that students participating in school-to-work programs must receive instruction in "all aspects of an industry." The term "all aspects of an industry" has been defined as providing the students with all of the characteristics of the industry or industry sector that the student is preparing to enter—including planning, management, finances, technical and production skills, and the underlying principles of technology, labor and community issues related to that particular industry or industrial sector. This means that the instruction students receive related to their chosen career major should provide them with more than just the specific technical skills related to that industry. Incorporated into the School-Based and Work-Based Learning components should be units of instruction that, for example, teach the student the financial implications for the industry for which he or she is preparing.

The philosophy behind this practice is that, in order for a student to become a good employee, he or she can significantly benefit from knowing more than just the technical skills of the occupation. The student must also learn all accompanying skills and knowledge. Clearly, the various Vocational Student Organizations for years have provided extended learning competencies related to a variety of vocational areas. Their contribution has been even more valuable because the instruction the VSOs provided is broad enough to ensure that the student understands and can competently navigate the area beyond the prerequisite academic and technical skills. It is this kind of well-rounded employee who can integrate a variety of skills and competencies that will be demanded by the high performance workplace of tomorrow.

Connecting Activities. It cannot be emphasized enough that a well developed set of comprehensive Connecting Activities to serve as the critical linchpin ensuring successful school-to-work programs are of critical importance. Under the Connecting Activities component, there are several opportunities for the VSOs to assist in the implementation of a school-to-work program.

Each school-to-work program will be required to provide services that match students with employers. As stated earlier, this will probably be an integrated component in that a student, as he or she progresses through the program, will at various intervals come in contact with various representatives of business/industry. The VSOs long standing relationship with business/industry representatives will provide a natural conduit for these students to access work-based learning opportunities. Their previous interaction with each other through regional and state workshops, conferences and contests should make the matching of a student with the appropriate employer an instinctive process.

School-to-work programs, when fully implemented, will clearly blur the lines between educators and employers. To achieve this kind of partnership and collaboration, it will be critical for strong, long-lasting relationships to be forged between educational entities and employers. Most educators do not have much experience in developing these necessary relationships. Again, the VSOs for years have worked jointly with employers in developing and offering quality programs for their members. Both students and VSO chapter advisors can become integral players in establishing and maintaining new and existing partnerships between educators and employers.

FBLA SCHOOL STORE

Description. The Future Business Leaders of America operate a school store from 8 - 8:25 a.m. each day before classes start. The store carries stationery items including pens, pencils, report covers, and folders; educational items such as daily planners and computer disks; and snack items such as candy and gum.

The students are responsible for stocking the store with merchandise, ordering and paying for merchandise, maintaining an inventory, making deposits, scheduling workers, and keeping accurate records.

Students learn by actually experiencing different types of work, applying various skills, and developing personal skills while operating the school store. They learn the importance of accuracy in operating the cash register, calculator or computer; in determining costs and selling prices; in making deposits; and in other functions. Decision-making is involved in deciding what merchandise to purchase and in what quantity. Dependability and responsibility are developed as the students must be in attendance and perform the job expected of them at the time. Honesty is promoted in the handling of merchandise and money.

The School Store provides a real-life setting for students to learn about supply and demand, competition, and profit and loss. Working in the store has strengthened the confidence of the students in themselves and their abilities, and this experience builds readiness for future employment or even for starting their own business.

Program Areas. Business Education, Vocational Student Organizations
Grade Level. 6 - 12th Grades
Contact. Judy Moore, Superior Public Schools, PO Box 288, Superior, NE 68978, (402) 879-3257.

G. VOCATIONAL-TECHNICAL PROGRAMS

Overview

Program Manager — Richard Campbell
(402) 471-4808

The purpose of vocational education in Nebraska is to make the State more competitive in the world economy by developing and enhancing the academic and occupational skills of all segments of the population. Nebraska intends to achieve this purpose through the concentration of resources on improving educational programs and services that develop academic and occupational competencies needed to work in a technologically advanced society.

Some of the activities and services available are:

- Technical assistance for vocational-technical education program improvement
- Professional development opportunities, such as seminars, conferences and workshops
- Education and training for new and emerging occupations
- Upgrading of curriculums
- Interdisciplinary consultation for integrating academic and vocational education
- Equipment acquisition
- Coordination, cooperation and collaboration among programs, agencies, associations, business and industry
- Career guidance and counseling

Materials that are available:

- State Plan for Vocational and Applied Technology Education
- Annual Performance Report on Vocational and Applied Technology Education
- Models for Curriculum Integration of Academic and Vocational Education

The following Vocational-Technical programs are offered in Nebraska schools. All are available at the secondary level and many at the postsecondary level as well.

Agricultural Education

State Director — Richard Katt
(402) 471-2451

The mission of agricultural education is to provide opportunities for students to prepare themselves for a career or upgrade their skills in agricultural occupations. Nebraska's agricultural industry serves as the backbone of our state's economy, providing employment in both production and agribusiness areas. The broad based industry of agriculture includes the areas of commodity production, marketing and management, horticulture, floriculture, mechanization, processing, sales and service, food science, forestry, natural resources and environmental management.

The courses provide the practical and theoretical knowledge needed for entry level, further education or career advancement in the agricultural industry. The instruction combines classroom learning with laboratory/experiential application.

FFA and the Nebraska Young Farmers Education Association (NYF) chapters provide related leadership training as an integral part of the instructional program. These chapters are found in secondary schools, on postsecondary campuses, and in adult education components of agricultural education programs.

Business Education

State Director — Bonnie Sibert
(402) 471-4818

The primary mission of business education is to provide instruction for and about business. The mission of Business Education in Nebraska is to work cooperatively with the business community to prepare all individuals to live and work as productive citizens in a changing, global society by providing essential business experiences, education and training. The business education curriculum is designed to develop and enhance the following five educational areas: basic skills, life skills, information technology skills, international business knowledge and lifelong learning.

The discipline of business education prepares students to become contributing citizens who are capable of making astute personal economic decisions. Students learn the basics of personal finance, develop techniques for making wise consumer decisions, master economic principles, and learn how businesses operate. In addition, business educators play a prominent role in developing the knowledge, skills, and attitudes necessary for students to succeed in the workforce.

Business Education programs provide initial preparation, retraining, and/or upgrading of individuals leading to employment and advancement in business occupations. Business Education represents a broad and diverse discipline that is included in all types of educational service delivery systems--elementary through secondary schools, one- and two-year schools and colleges, and four-year colleges and universities.

Opportunities are frequently provided both during and outside the regular class time for students to develop interests, skills, and knowledge in selected aspects of business as an integral part of the instructional program. As an example, Future Business Leaders of America (FBLA) and Phi Beta Lambda (PBL) provide additional opportunities to develop leadership, skills, and other qualities needed to better understand the world of work.

Cooperative Vocational Education

State Director — Carol Jurgens
(402) 471-0948

Bridging the gap between education and work is essential to providing students with the academic and technical training necessary for transitioning from school to work. Cooperative vocational education is a method of instruction that moves the classroom into the "real world of work." It is an instructional plan that combines on-the-job supervised employment and vocationally-related in-school instruction.

The primary purpose of cooperative vocational education is to provide an opportunity for interested students to acquire marketable skills and knowledge in an occupation for which they have an aptitude. This program is based on the assumption that classroom instruction provides a basic foundation of theory with limited application. Cooperative vocational education offers vocational, academic and specialized training that otherwise would not or could not be offered to students while they are in school. The experiential work activities provide students with the opportunity to gain occupational knowledge and basic skills for transitioning from school-to-work.

Family and Consumer Sciences Related Occupations

State Director — Shirley Baum
(402) 471-4813

Instruction in Family and Consumer Sciences Related Occupations is designed to prepare students for employment or upgrade their skills in an occupational area related to family and consumer sciences. This instructional program includes child care and guidance management services; clothing, apparel, and textiles management, production, and services; food production, management, and services; home furnishings and equipment management, production, and services; and institutional home management, and supporting services. Classroom instruction, laboratory experiences and/or appropriate work experiences are essential to the development of the competencies needed by persons preparing for employment or person currently employed in this area.

Health Occupations Education

State Director — TBA
(402) 471-4808

The mission of Health Occupations Education is to provide leadership and direction to ensure the preparation of a quality work force to meet the health needs of Nebraska. To fulfill this mission in Nebraska, health occupations education courses are available at the secondary and postsecondary levels and prepare students for a variety of options for meaningful employment. Health occupations programs prepare persons for careers in direct client care, diagnostic care, therapeutic care, health information management, and supportive services.

The health field is changing at an accelerated rate as we approach the 21st century. Programs are responding to these changes by concentrating on courses that are central to all health occupations and building on these core courses as students progress to advance study and greater specialization.

Broad exploration of possible careers at an early age promotes health occupations. Middle school and high school level students can take courses or participate in activities that will ensure students have sufficient knowledge to choose a career pathway. Postsecondary programs are flexible, providing various points of exit, temporary or permanent, at which the student will be able to perform a job. These jobs are vital to society, as well as rewarding financially and professionally.

Students benefit by the involvement of the health industry. Health providers and health care facilities invest in programs and welcome students so they get actual hands on experience which has always been a critical component of health occupations education. Opportunities for developing leadership skills are provided by experiences in student professional organizations, vocational organizations, and through institution sponsored organizations.

Industrial Technology Education

State Director — Bob Phelps
(402) 471-4819

Industrial Technology Education is a generic term that includes Technology Education, Industrial Technology Education and Trade & Industry Education. The curriculum extends from the elementary grades through postsecondary education. The elementary grades through secondary grade nine are served best by Technology Education. Its primary purpose is awareness and exploration of a variety of technological areas.

The primary purpose of Industrial Technology Education at the secondary level is to provide opportunities and experiences to develop an understanding about the technical, occupational, recreational, organizational, social, historical, and cultural aspects of industry and technology. It is a program of study whereby students acquire technological knowledge and skills through creative and problem-solving learning experiences involving such activities as experimenting, planning, designing, constructing, evaluating and using tools, machines, materials, and processes.

The Trade and Industry Education curriculum best serves those students in grades ten through fourteen and has, as its primary purpose, preparation for industry and technical careers by developing basic machine and related academic skills, pride in workmanship, work ethic, and leadership abilities through activities directly related to those found in industry.

Industrial Technology Education at the postsecondary level may include two-year, four-year, and/or special industry training. Industrial Technology Education prepares students to work aggressively on their own or in conjunction with others in the various career fields. It also provides career options in specific fields within Education, Engineering, Management, Technical, and Private Business.

The vocational student organization, Vocational Industrial Clubs of America (VICA), serves as an integral component for leadership development in the Industrial Technology Education curriculum. VICA strives to promote personal growth through goal setting, group dynamics, leadership roles, skill development, citizenship, high standards in workmanship, scholarship and technological problem solving.

Marketing Education

State Director — Dixie Doughty
(402) 471-4803

Marketing Education is the program of instruction designed to meet the needs of persons interested in careers in marketing, management and entrepreneurship. Marketing education addresses marketing occupations in a wide range of employment environments. Instructional programs in marketing education reach all levels of pre-baccalaureate education and serve enrollees who are either employed, preparing for employment, or planning for advanced education. These programs are models for preparing students for both postsecondary education and future careers.

Marketing education is a program which is responsive to our expanding global economy in addition to fostering the private enterprise system. Marketing teachers link the program to the community by utilizing a variety of instructional methods (classroom instruction, cooperative marketing internship, and the vocational student organization—DECA).

Marketing is a field which gives expression to creativity and requires problem-solving, critical thinking, and decision-making to successfully meet the needs of the public. Judgment in carrying out functional marketing tasks is a key to successful job performance. Basic and advanced academic skills are particularly important for employment success and advancement in marketing careers.

The marketing program should have as its primary focus the marketing *functions* and their *applications*. Therefore, the curriculum framework for marketing programs is divided into categories: *Foundation Skills for Marketing and Marketing Functions and Applications*. Foundational Skills include basic skills and understandings (mathematics, communications, human relations); understanding of the business environment, including marketing and management systems; and knowledge of basic economic principles and concepts. Marketing Functions and Applications involve such areas as distribution, financing, management of marketing information, pricing, planning, promotion, purchasing, risk management, selling, management, and entrepreneurship.

Instruction is offered at the secondary, postsecondary, and adult education levels and is structured to meet the requirements for gainful employment and entrepreneurship at specified occupational levels. Marketing occupations are found in such areas of economic activity as retail and wholesale trade, finance, insurance, hospitality and tourism, fashion merchandising, real estate, services and service trades, manufacturing, transportation, utilities, and communications.

Opportunities to develop leadership, social, and civic awareness and increased understanding of the world of work are offered through DECA, an association of marketing students. As an integral part of the instructional program, members engage in activities that extend their interests, skills, and knowledge in selected aspects of marketing. Such organized activities, under appropriate supervision, are referred to as co-curricular activities.

Nebraska Success Stories

MARKETING RESEARCH PROJECT

Description. Students from Bellevue West work directly with businesses and perform market research to better meet the needs of that business's customer base. The data is gathered in several different methods with the survey method being most popular. The raw data is transferred onto the scantron sheets and fed into a computer that provides an in-depth analysis of the data. The student takes the data and from it makes recommendations to better improve business operations. This includes creating a promotional plan to meet the company objectives and improvements. The students submit their 30-50 page proposal for evaluation. A follow-up interview is done, and the students are questioned on their findings and recommendations.

Program Areas. Business Education, Marketing Education
Grade Level. 9 - 12th Grades
Contact. Dave Shillinglaw, Bellevue West High School, 1501 Thurston Avenue, Bellevue, NE 68005, (402) 293-4078.

PLANT PROPAGATION AND AQUACULTURE

Description. To help students realize the strengths of different disciplines and to provide the maximum possible benefit for students are the basic premises by which the agriculture and biological science teachers developed their consortium project. The first phase of the project focused on "Biotechnology through Advanced Plant Propagation Techniques." The teams of biology and agriculture teachers were exposed to tissue culture, budding, and grafting. After the "bonding" of the teams during the first year, the second phase (year 2) of the project focused on the area of aquaculture. Aquaculture is a very old form of agricultural production, but is fast becoming an exciting new industry in the United States.

Aquaculture is the process by which water is used to raise food. Everything from fish to seaweed, lobsters to clams, crawfish to shrimp are being raised on farms throughout the entire school district. One of the goals of the project is to raise fish in the laboratories of the consortium schools. As a part of this project, teachers and guidance counselors have had the chance to see some of the outstanding research activities being conducted at the University of Nebraska-Lincoln College of Agriculture Sciences and Natural Resources.

Program Areas. Agriculture Education, Science
Grade Level. 9 - 12th Grades
Contact. Sue Oppliger, ESU #7, 2657 44th Avenue, Columbus, NE 68601, (402) 564-5753.

H. WORKPLACE READINESS COURSES

Overview

Workplace Readiness courses focus on problem solving, teamwork, self management and the other SCANS foundations and competencies needed to succeed in the changing workplace. Characteristics that employers want in their employees such as good attendance, positive attitude, accountability, dependability, willingness to learn continuously, being a positive member of the work team, and problem-solving ability are emphasized in the courses.

All students, including those heading for a two- or four-year college or going directly to work after high school, will need to learn these generic work skills to maximize their employability.

Workplace Readiness Framework

The framework that follows was developed by the Workplace Readiness Assessment Consortium working under the sponsorship of the Council of Chief State School Officers (CCSSO). The components of the framework reflect the commonality found among the various definitions of work readiness or employability skills available to the group when it began the work of revising the framework in early 1995. The sources used to develop the consensus framework include:

- business and industry expectations.
- national studies or projects such as ASTD. New Standards and SCANS.
- state-level definitions from states such as California, Kentucky, Maryland, Michigan, Oregon and New York.
- school districts such as Fort Wort, Texas.
- national research and development centers, such as UCLA/CRESST, and regional educational laboratories, such as the Far West Laboratory.
- postsecondary institutions.

GUIDING PRINCIPLES

The following principles guided the development of the framework:

- The skills are appropriate for *all* students, including those in traditional vocational education programs, college-bound, and at-risk populations such as special education, and the limited-English proficient. The assumption is that all students, regardless of high school program or postsecondary plans, will work and that all work requires important common skills, as well as industry-specific and occupationally-specific skills.

- Students heading for a two- or four-year college after high school will need to learn these generic work skills, while students going directly to work will need continuing education and training to maximize their employability.

- These skills are expected to apply across all occupations to varying degrees. These skills describe behaviors which all workers will need, regardless of the education or skill level needed for the job; they are *not* alternatives for the non-college bound students.

- The skills are developmental. They should be taught beginning in elementary school and continue through secondary school, rather than waiting until the secondary or postsecondary levels.

- Teaching these skills—or more accurately, helping students to discover, document, and develop these skills—is the responsibility of *all the school staff*, not just the vocational education teachers or guidance counselors. The process should also involve representatives of business and the community.

- Ultimately, it is the responsibility of students to document their preparedness for work. A variety of assessment strategies, such as employability skills portfolios and performance assessments, can provide students the information they need to document their readiness for work.

- Classroom activities designed to facilitate skill development should be both appropriate for the classroom setting and consistent with workplace expectations. Where possible, students (and staff) should also be given exposure to work settings outside the classroom.

- Students achieving the skills included in the framework are expected to be more successful in future, high performance work settings than those who do not have these skills. This is true regardless of the entry position obtained or the education or skills needed for the position.

The intent of this framework is to facilitate the development of a generalized definition of workplace readiness which various states and other users can adopt or adapt based on specific local needs and current level of development in this area. The frameworks represents a consensus among developers of existing definitions of work readiness skills. Therefore, the document will be of help to states and others contemplating the definition of such skills. However, we anticipate users comparing this framework to local efforts and expectations, then making modifications freely to meet local needs.

The assessment consortium purposely chose not to endorse any existing workplace readiness framework or list of employability skills. Instead, a subcommittee of the group chose to create a new list of the important skills and concepts drawn from each of the existing frameworks and to present these in a unique outline. This process will make it possible for users of the "Mapped" frameworks (e.g., the SCANS competencies) to relate their assessment development work to that of other users of the consensus map (whether or not they are also using the SCANS competencies). Thus, the assessment framework which is presented here not only represents a statement of important skills, it also can be used as a filter to translate among the existing definitions and assessments of workplace readiness. Presumably, this value will be enhanced as new developers relate their work to this definition.

Workplace Readiness Framework	
A. Personal Management	Develop and maintain personal characteristics and behaviors necessary for success in the workplace to: 1. act responsibly, dependably, and conscientiously 2. behave with integrity 3. refrain from substance abuse 4. work safely 5. demonstrate initiative, motivation, and perseverance 6. demonstrate promptness 7. adapt to change 8. manage personal resources 9. improve personal fitness/health 10. avoid absenteeism
B. Academic Foundations	Develop and improve applied academic skills necessary for the workplace in: 1. mathematics 2. communication skills 3. science and technology 4. social sciences 5. health and physical education 6. the arts
C. Career Development	Plan and prepare for current and future career options, based on personal qualities and interests: 1. evaluate own interests, strengths, and weaknesses 2. identify appropriate occupational choices 3. select personal career path(s) 4. take steps to achieve career goals 5. demonstrate self-motivated learning

Workplace Readiness Framework	
D. Interpersonal	Develop and maintain effective and productive groups by demonstrating the ability to: 1. provide leadership and followership as appropriate 2. build consensus 3. deal with conflict effectively 4. negotiate agreements 5. work with all members of the workforce 6. listen attentively 7. actively participate in work-related discussions 8. respect the dignity of others 9. understand differences of opinion 10. meet the needs of others, such as clients or customers 11. respect the dignity of work
E. Thinking/Problem Solving Skills	Demonstrate the ability to generate innovative and practical solutions to real world problems: 1. define the problem 2. analyze the problem and/or situation 3. evaluate available information 4. develop and analyze potential solutions or options 5. incorporate creativity, intuition, hunches 6. allocate necessary resources 7. make defensible decisions 8. monitor progress toward goals 9. repeat steps 1 through 8 as necessary
F. Technology	Select, apply, and maintain tools and technologies: 1. learn about current and emerging technologies 2. apply thinking/problem solving skills to technology situations 3. apply technology solutions to problem situations 4. evaluate and improve technologies
G. Communication	Receive, process, and convey information using a variety of sources (such as written verbal, non-verbal, and symbolic; technological, multi-media; abstract as well as concrete) to: 1. gather information efficiently 2. organize and maintain information 3. interpret information 4. share information 5. receive and use both positive and negative feedback
H. Workplace Systems	Determine how an individual job fits into the overall organization, how the organization fits into the industry, and how the industry fits into the overall economy, in order to: 1. identify the subparts of the system 2. know how the parts fit together 3. understand how the work flows through the system

Workplace Readiness Framework	
I. Participate in the Work Organization	Contribute to the accomplishment of the organization's purpose by working to: 1. assist the organization to set goals as well as the procedures to implement the goals 2. work to help achieve organizational goals 3. assist in continuous improvement 4. initiate suggestions for improving the organization 5. demonstrate loyalty to the organization and its goals 6. communicate responsibly with co-workers 7. teach and learn from others on the job 8. carry out assigned duties

Workplace Readiness Assessment Framework

The Workplace Readiness Assessment Framework consists of six general categories, as well as specific elements that comprise each of the categories. The specific elements are intended to be illustrative, not exhaustive, of the general category. Following consensus on the general framework, the consortium activities will center on the development of performance-based assessment tasks which measure these skills. It is anticipated that this work will be based on activities currently taking place in the states and organizations of the members, as well as contribute to those efforts. The work which the group has begun will be an important part of the efforts of the members to build high quality, useful assessments of student performance.

PRINCIPLES FOR THE DEVELOPMENT OF THE WORKPLACE ASSESSMENT

As the Workplace Readiness Assessment Consortium began work on the assessment framework and all through the deliberations which led to the framework, certain principles or assumptions that should guide the efforts to develop assessments of these outcomes emerged. These principles guide the work of the assessment consortium as it develops assessment prototypes. In addition, these principles are commended to those states and organizations which are planning to develop comparable assessment efforts, since they will guide these efforts in a most useful and constructive fashion.

The assumptions which will guide the assessment development efforts are as follows:

- The assessment system should be used foremost for student development and program improvement.
- The use of these tasks in high stakes programs (e.g., graduation tests, certifications tests, or job selection) will require additional specialized validation studies.
- The assessment system should be imbedded into existing and integrated curriculum, instruction, and assessments.
- Educators (teachers, counselors, and others) and industry representatives must be involved in the development of the assessments.
- Existing national and international assessment programs should be examined for consistency and avenues for integration.
- The way a task is scored should reflect the purpose of its development and the intent of its use. Where possible, real-life behavior should form the basis of the scoring rubrics.
- The use of performance-based assessment tasks should be encouraged wherever appropriate and feasible.

SCANS Workplace Competencies

The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities needed for solid job performance.

SCANS Workplace Competencies		
THE FOUNDATIONS	**Basic Skills**	♦ *Reading* - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules ♦ *Writing* - communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts ♦ *Arithmetic/Mathematics* - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques ♦ *Listening* - receives, attends to, interprets, and responds to verbal messages and other cues ♦ *Speaking* - organizes ideas and communicated orally
	Thinking Skills	♦ *Creative Thinking* - generates new ideas ♦ *Decision Making* - specific goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative ♦ *Problem Solving* - recognizes problems and devises and implements plan of action ♦ *Seeing Things in the Mind's Eye* - organizes, and processes symbols, pictures, graphs, objects and other information ♦ *Knowing How to Learn* - uses efficient learning techniques to acquire and apply new knowledge and skills ♦ *Reasoning* - discovers a rule or principle underlying the relationship between two or more objects and applied it when solving a problem
	Personal Qualities	♦ *Responsibility* - exerts a high level of effort and perseveres towards goal attainment ♦ *Self-Esteem* - believes in own self-worth and maintains a positive view of self ♦ *Sociability* - demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings ♦ *Self-Management* - assesses self accurately, sets personal goals, monitors progress, and exhibits self-control ♦ *Integrity/Honesty* - chooses ethical courses of action

SCANS Workplace Competencies

COMPETENCIES **Effective workers can productively use . . . .**	**Resources**	◆ *Time* - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules ◆ *Money* - Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives ◆ *Materials and Facilities* - Acquires, stores, allocates, and uses materials or space efficiently ◆ *Human Resources* - Assesses skills and distributes work accordingly, evaluates performance and provides feedback.
	Interpersonal Skills	◆ *Participates as Member of a Team* - contributes to group effort ◆ *Teaches Others New Skills* ◆ *Serves Clients/Customers* - works to satisfy customers' expectations ◆ *Exercises Leadership* - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies ◆ *Negotiates* - works toward agreements involving exchange of resources, resolves divergent interests ◆ *Works with Diversity* - works well with men and women from diverse backgrounds
	Information	◆ *Acquires and Evaluates* information ◆ *Organizes and Maintains* Information ◆ *Interprets and Communicates* Information ◆ *Uses Computers to Process* Information
	System	◆ *Understands Systems* - knows how social, organizational, and technological systems work and operates effectively with them ◆ *Monitors and Corrects Performance* - distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions ◆ *Improves or Designs Systems* - suggests modifications to existing systems and develops new or alternative systems to improve performance
	Technology	◆ *Selects Technology* - chooses procedures, tools or equipment including computers and related technologies ◆ *Applies Technology to Task* - understands overall intent and proper procedures for setup and operation of equipment ◆ *Maintains and Troubleshoots Equipment* - Prevents, identifies, or solves problems with equipment, including computers and other technologies.

"Teaching the SCAN Competencies," The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, 1993

CAREER AND WORKPLACE READINESS

Description. Career and Workplace Readiness is a program emphasizing work skills and job ethics. Students are enrolled in the Career and Workplace class in conjunction with on-the-job training in Career Exploration or Tech Prep Occupational internships. Career and Workplace Readiness as a class stresses employability skills and work maturity. Students apply concepts learned in the class to job-site situations. Students learn skills involving communication and cooperation at the job-site. The major emphasis of the class is finding a job to meet the student's individual needs while exploring the job market requirements or a career goal.

The program goals allow students to:

- Apply work ethic skills to an on the job-site experience.
- Transition to employment after graduation.
- Participate in a job-site learning situation while attending school as an alternative to dropping out of school.
- Extd the learning experience beyond what is offered in vocational and college preparatory classes at the high school level.
- Participate in a technical job-site program earning articulated credit in approved Southeast Community College programs.

The Career and Workplace Readiness class meets one class period each day for one semester. Career Exploration or Tech Prep Occupational internship includes two or three class periods every day. Students must pass the designated number of classes as agreed upon in individual contracts.

Program Areas. All Areas
Grade Level. 9 - 12th Grades
Contact. Carol Schulz, Beatrice Public Schools, 215 North Fifth Street, Beatrice, NE 68310, (402) 223-1515.

CLASSROOMS AS WORK-SITES

Description. The premise of this activity is that employers will not reward employees for exhibiting unacceptable characteristics and that students need to develop these particular qualities while they are still in school, not when they enter the job market.

Characteristics that employers want in their employees such as good attendance, positive attitude, accountability, dependability, willingness to learn continuously, being a positive member of the work team, and problem-solving ability are emphasized in this activity. Teachers use the concept of a "daily wage" to indicate how well students display these characteristics in the classroom which is considered a work-site. Points are available each day for students to earn by exhibiting the positive qualities indicated. If students have trouble with any particular quality, the teacher will model the appropriate behavior, have other students serve as models, or utilize role play to enhance possibilities for all students to internalize the necessary characteristics.

After students have had numerous opportunities for mastery, wages are deducted if the appropriate behavior is not exhibited. Ultimately, the "daily wage" will comprise a percentage of the students' grades. Each classroom teacher is free to determine the weight placed on this particular element.

Program Areas. Fine Arts, Careers/Guidance, English, Family and Consumer Sciences, Science, Technology
Grade Level. 7 - 12th Grades
Contact. Charlotte McEwen, Giltner Public Schools, PO Box 160, Giltner, NE 68841, (402) 849-2238.

BIBLIOGRAPHY

ACT Career Planning Program (CPP) Six Job Clusters, American College Testing, 2201 North Dodge Street, Educational Services Division, Iowa City, IA 52243

A Guide to Work-Based Learning: Business and Industry Risk Management Plan, Michigan Department of Education, Office of Career and Technical Education, PO Box 30008, Lansing, MI 48910

Academies in Context, CORD Communication, Vol 3, No. 4, Aug/Step., 1997, PO Box 21206, Waco, TX 76702-1206, Phone: 817-772-8756

Career Academies Presentation, December 1997, GMS Partners, Inc., National Career Academy Coalition, 1122 Kersey Road, Silver Spring, MD 20902

Career Academies: Communities of Support for Students and Teachers—Emerging Findings from a 10-Site Evaluation. James J. Kemple, Manpower Demonstration Research Corporation, December 1997, MDRC, 16 East 34 Street, New York, NY 10016-4326

Career Opportunity Fair 1997, Beatrice Chamber of Commerce, 226 South 6th Street, Beatrice, NE 68310, Phone: 402-223-2338

Consensus Framework for Workplace Readiness, CCSSO Workplace Readiness Assessment Consortium, July 1995, Council of Chief State School Officers, One Massachusetts Avenue, N.W., Washington, D.C. 20001

Designing Marketing Tools, Steve Walter, Tri-County Technical College, Pendleton, SC, Phone: 803-646-8361 X2253, Copyright 1994

Developing and Implementing School-to-Work in South Carolina, South Carolina Department of Education, 1429 Senate Street, Columbia, SC 29201, Phone: 803-734-8492, Fax: 803-734-8624

Getting to Work: A Guide for Better Schools , MPR Associates, Inc., 2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704, Phone: 510-549-4551

Holland's Self-Directed Search (SDS) Six Personality Types, Psychological Assessment Resources, Inc., P.O. Box 998, Odessa, FL 33556

Nebraska Innovative School-to-Work Strategies 1997, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987, Phone: 402-471-0948

Opening Minds. Opening Doors: The Rebirth of American Education, CORD Communications, PO Box 21206,

Waco, TX 76702-1206, Phone: 817-772-8756

Oregon Work Based Learning Manual, March 1996, Lane Community College, Cooperative Education Department, 4000 East 30th Avenue, Eugene, OR 97405-0640, Phone: 541-726-2203, Fax: 541-744-4168

The School-to-Work Glossary of Terms, National School-to-Work Office, Washington, DC, July 1996

Teacher Externship Guide: Step-by-Step Procedures for Designing Externships, Boston Public Schools, 26 Court Street, Boston, MA 02108

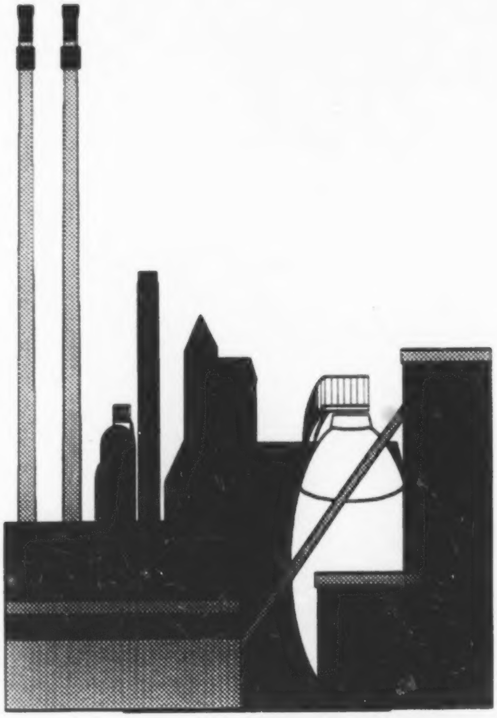
Workplace Learning Strategies Manual, Allan Hancock College, 800 S. College Drive, Santa Maria, CA 93454, Phone: 805-922-6966, EXT 3613

NEBRASKA

Work Based Learning Manual

PART VIII

WORK SITE CAREER APPLICATIONS GUIDE



NEBRASKA STATE DEPARTMENT OF EDUCATION

Kimberly J. Peterson	District 1	Lincoln
Ann Mactier	District 2	Omaha
Beverly J. Peterson	District 3	Oakland
Rick C. Savage	District 4	Omaha
Katherine Endacott	District 5	Pleasant Dale
Terry Loschen	District 6	Grand Island
Kathy Wilmont	District 7	Beaver City
Kathleen McCallister	District 8	Omaha

Douglas D. Christensen, Ph.D.
Commissioner of Education

NEBRASKA INDUSTRIAL COMPETITIVENESS ALLIANCE SCHOOL-TO-CAREERS COMMITTEE

Thomas Whalen, Chair	Silverstone Consulting, Inc.	Omaha
Dennis Baack	Nebraska Community College Association	Lincoln
Craig Broyhill	Broyhill Company	Dakota City
Dr. Doug Christensen	Nebraska Department of Education	Lincoln
Dr. Don Helmuth	University of Nebraska -Lincoln	Lincoln
Dr. Carroll Krause	Nebraska State College System	Lincoln
Maxine Moul	Nebraska Department of Economic Development	Lincoln
Jim Paladino	Omaha Joint Electrical Apprenticeship	Omaha
A.F. "Tony" Raimondo	Behlen Manufacturing	Columbus
Sandy Scofield	Nebraska Math and Science Coalition	Lincoln
Maureen Wenke	Wenke Manufacturing Company	Pender

The Nebraska Work Based Learning Manual was developed by the Nebraska Department of Education through funding provided by the Carl D. Perkins Vocational and Applied Technology Education Act, Grant #V048A1002700 and the School-to-Work Opportunities Act, Grant #9724441 with the State of Nebraska. It is the policy of Nebraska Departments of Education and Economic Development not to discriminate on the basis of sex, disability, race, color, religion, marital status, age or national or ethnic origin in its education programs, admissions policies, employment or other agency-administered programs.

Inquiries about the manual may be directed to: Carol Jurgens, Tech Prep Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE, 68509, 402-471-0948, cjurgens@nde4.nde.state.ne.us

6/98

Part VIII - Work Site Career Applications Guide
TABLE OF CONTENTS

EXECUTIVE SUMMARY **1**

A. APPRENTICESHIPS **3**
- Overview 3
- Setting Up An Apprenticeship Program 5
- Excerpts from *The Meaning of Apprenticeship* 6
- Nebraska Success Stories 7
- Sample Forms 8-25

B. CLINICAL WORK EXPERIENCE **27**
- Overview 27
- Setting Up Clinical Work Experience Programs 28
- Connecting the Classroom and the Work Site 29
- Nebraska Success Stories 30
- Sample Forms 31-45

C. COOPERATIVE EDUCATION **47**
- Overview 47
- COOP Program Components 48
- COOP Program Benefits 49
- Setting Up Cooperative Education Programs 50
- Connecting the Classroom and the Work Site 53
- Nebraska Success Stories 54
- Sample Forms 55-75

D. INTERNSHIPS/PRACTICUMS **77**
- Overview 77
- Setting Up Internships/Practicums 78
- Connecting the Classroom and the Work Site 79
- Nebraska Success Stories 80
- Sample Forms 81-101

E. MENTORSHIPS **103**
- Overview 103
- Setting Up Mentorship Programs 104
- Connecting the Classroom and the Work Site 106
- Nebraska Success Stories 107
- Sample Forms 107-115

F. PART TIME WORK **117**
- Executive Summary 117
- Nebraska Success Stories 118
- Sample Forms 118-122

G. SERVICE LEARNING PROJECTS **123**
- Overview 123
- Setting Up Service Learning Experiences 124
- Service Learning Framework 124
- Nebraska Success Stories 127
- Sample Forms 128-133

H. SUPERVISED AGRICULTURAL EXPERIENCES 135
- Overview 135
- Benefits of SAE Programs 136

I. WORK EXPERIENCE CAREER EXPLORATION 139
- Overview 139
- Nebraska Guidelines and Application 141
- Information and Sample Forms 147

BIBLIOGRAPHY 161

Work Based Learning

WORK SITE
CAREER APPLICATIONS GUIDE

Executive Summary

Work site career applications are competency-based educational experiences that occur at the workplace but are tied to the classroom by curriculum that coordinates and integrates school-based instruction with work site experiences. These structured work experiences (SWE) provide students with the opportunity to apply the skills learned in the classroom in actual work environments. They must be integrated with classroom learning in order to provide maximum benefits to both the employer and the student. Student progress in achieving learning plan goals is supervised and evaluated collaboratively by appropriate school and work site personnel. Work site supervisors also help students apply skills to resolve real problems and use appropriate workplace skills and attitudes.

Structured work experiences have the following elements:

- **Training Agreements**. Written training agreements between the school and work site
- **Individual Learning Plans**. Written individual learning plans that link the student's work site learning with the content and outcomes of the classroom course work
- **Pay Status.** May be paid or unpaid
- **Type of Employers**. May occur in a public, private or non-profit organization
- **Academic Credit**. May or may not result in academic credit and/or outcome verification
- **Future Employment Obligation**. Involve no obligation on the part of the work site employer to offer regular employment to the student subsequent to the structured work experience

The following work site career applications included in this Guide are structured work experiences with the exception of the part time work option. Part time work, frequently called work-study, may or may not include all of the above elements.

Work Site Career Application Options	
A. Apprenticeships	The content of training, both on-the-job and related instruction, is defined and dictated by the needs of the workplace. The length of training is determined by the needs of the specific occupation. In the building trades, for example, some apprenticeship programs are as long as five years with up to 240 hours of related instruction per year.
B. Clinical Work Experience	Clinical experiences are different from other structured work experiences in that they require on-site supervision by a certified teacher or faculty member. They usually take place in medical settings, where students practice the skills they have learned in the classroom.
C. Cooperative Education	Cooperative education consists of mutual agreements between schools and employers whereby students in the 11th and 12th grade receive school-based occupational instruction and related paid work experience to develop certifiable occupational career skills.
D. Internships/ Practicums	Internships and practicums are similar activities in which students engage in learning through practical work site experience. Internships are usually undertaken by students who are at or near the end of a preparatory academic program and are often unpaid.
E. Mentorships	Mentorship experiences provide opportunities for developing one-on-one relationships between students and professionals in the career fields they are exploring.
F. Part Time Work	Part time work (often referred to as work-study) provides work experience for which students are paid and may receive high school credit. It is not, however, a bona fide structured work site learning experience that relates the work to school site learning.

Work Site Career Application Options	
G. Service Learning Projects	Service learning experiences consist of volunteer work in non-profit or public organizations to help student's develop a sense of community involvement, in addition to skills and knowledge common to other structured work experiences.
H. Supervised Agricultural Experiences	SAE is one of the three integral parts (classroom/laboratory instruction, FFA and SAE) of a total program. All students enrolled in an agricultural education class must complete an SAE.
I. WECEP	WECEP is a school-supervised Work Experience and Career Exploration Program for underachieving 14- and 15-year olds aimed specifically at motivating dropout-prone youth to stay in school and become better prepared for the world of work.

A. APPRENTICESHIP

Youth Apprenticeship. Youth Apprenticeship is a learning experience which integrates academic courses, occupational instruction and structured work-based learning in a specific occupational area or occupational cluster, and is designed to lead directly into either a related postsecondary program, entry-level job, registered apprenticeship, or four year college. It may or may not meet all the requirements of the industry for that "trade." It is an intensive learning experience requiring a signed apprenticeship agreement. Youth apprentices generally begin learning on-the-job training at age 16, and some classroom aspects of the program may begin as early as the 11th grade. It is a paid experience lasting from one-four years. Youth apprenticeship requires mastery of work skills and provides business/industry certification or generally recognized occupational credentials. Educational credits such as course credit (HS), HS diploma, vocational certificate or possibly an associate degree may be awarded the apprentice. A program less than one calendar year does not qualify under youth apprenticeship. There are circumstances where youth apprenticeship programs may be registered with the U.S. Department of Labor's Bureau of Apprenticeship and Training (BAT).

Pre-Apprenticeship. Pre-apprenticeship refers to a familiarization with a particular occupation to enable the student to be productive on the first day of apprenticeship. Students and/or adults interested in learning a skilled trade will be provided with information and knowledge of the content of the trade, told what apprenticeship is, how to meet requirements, and taught initial skills for the trade.

Registered Apprenticeship. A registered apprenticeship is one registered with BAT. Depending on the trade, the duration of a registered apprenticeship can be one to six years and may begin in the 11th grade at age 16. The apprenticeship includes all the skills, knowledge and demonstrated proficiencies identified by the industry nationwide as necessary to perform in this "trade." A registered apprentice is a paid position. A registered apprenticeship is the most formal and defined school-to-work experience. The student may earn course credit (HS), HS diploma, vocational certificate, journey worker certificate, and possibly an associate degree.

Overview

During their apprenticeship, individuals receive on-the-job training in a factory, shop, or other appropriate work site under the close supervision of certified journey workers. Apprenticeship programs are usually registered with the Bureau of Apprenticeship training or with the State apprenticeship agency.

Apprenticeship programs may be sponsored by individual employers, groups of employers or joint efforts of labor and management. Joint efforts of labor and management most often result in joint apprenticeship committees, which are represented by both management and labor. In addition, national trade committees exist to represent national organizations. With the help of the Bureau of Apprenticeship and Training, these national committees formulate policies on apprenticeship in the various trades and issue basic standards to be used by affiliated organizations.

Nebraska's School-to-Apprenticeship program is a cooperative venture between the Bureau of Apprenticeship and Training, the Nebraska Department of Education, and local school districts. Its aim is to bridge the gap between school and the world of work utilizing an innovative approach that allows Cooperative Vocational Education student-learners to be registered as part-time apprentices while they complete their education. To be eligible to participate in this program, a student-learner must be employed in an apprenticeable trade. Full-time indentureship as an apprentice with the participating employer is the expected result once the student-learner graduates.

Counseling, selection and placement of students at approved training stations should be a team effort. The selection of students should involve the cooperation of vocational instructors, teacher-coordinators, guidance counselors and others interested in the welfare and education of students. Secondary student-learners must be seniors and be at least 16 years old. Cooperative education student-learners enrolled in a postsecondary program may also take advantage of the School-to-Apprenticeship program. Placement of students should be accomplished with the assistance of the Bureau of Apprenticeship and Training, the Nebraska Department of Education, local Job Service Offices, and local school district personnel.

Evaluation. Work site evaluation of the student-learner's performance is conducted by the employer and discussed with the student by the employer and school coordinator to assess progress towards attainment of established competencies. School personnel conduct regular on-site visits to monitor the student-learners progress.

Legal Issues. All state and federal child labor laws must be followed for learners under the age of 18. These requirements are defined in this manual, *Part IX - Nebraska Work Based Learning Legal Issues Guide*.

Insurance. The following insurance considerations should be understood by parents, school administrators and employers:

- *Health/Life Insurance* - provided by student's family; however, employers are responsible for offering coverage for students in paid work site learning experiences if similarly classified employees are eligible for these benefits.
- *Automobile Accident Insurance* - provided by the student/parent (for travel to and from work site) unless transportation is provided by the district.
- *Accident/Liability Insurance* - Insurance for personal injury or property damage should be carried by the employer, school district, and family. Additional liability (malpractice) insurance may be advisable in the health care field.
- *Worker's Compensation* - Students participating in paid work site experiences are covered by worker's compensation and may be covered by the school district's policy or the employer. Students participating in non-paid work site experiences are not covered by worker's compensation, but if injured at the work site may be covered by the school district or businesses's liability insurance and/or their family insurance
- *Medical Treatment Waiver*. Parents sign a waiver for student's participation in a work site learning experience.

Sources of Funding. Possible sources of funding for apprenticeship program activities include: local schools, the Nebraska Department of Education, Vocational-Technical Education, Tech Prep, School-to-Careers, Educational Service Units, local business and industry partner, etc.

Time Commitment.

Youth Apprenticeship. Students may be involved for 3-4 years in Grades 11-14 including summers. Most students will begin the work site experience in Grade 12.

Registered Apprenticeship. Students are usually full-time employees of the company to which they are apprenticed. Most apprenticeships last about four years but may range from one to six years. Students also receive at least 144 hours of related classroom instruction per year by vocational schools or in privately owned training facilities.

Training Agreement/Training Plan. Agreements that outline the responsibilities of all parties and describe the school site and work site competencies to be attained are signed by the student, parents, school coordinator, and employer .

Transportation. Students and parents should provide transportation. In some cases, the school or school district may make transportation arrangements for students to and from the work site.

Wages. Student-learners are paid in accordance with federal and state wage regulations.

For further information regarding apprenticeships in Nebraska, contact the Bureau of Apprenticeship and Training (BAT), 106 S. 15th Street, Room 801, Omaha, NE 68102, (402)221-3281.

Setting Up an Apprenticeship Program

1. Program Standards	■ Beginning apprentices must be at least 16 years of age. ■ Full and fair opportunity to apply for apprenticeship. ■ Selection of apprentices on the basis of qualifications alone. ■ Schedule of work processes to assure training and experience on the job. ■ Organized instruction to provide thorough knowledge of technical subjects. ■ A progressively increasing schedule of wages. ■ Proper supervision of on-the-job training and adequate training facilities. ■ Periodic evaluation of the apprentice's progress. ■ Recognition for successful completion of apprenticeship. ■ Nondiscrimination in all phases of employment and training. ■ Employee-employer cooperation outlined in a formal written agreement.
2. Training Agreements	■ Names and signatures of the apprentice, training sponsor, and the apprentice's parent or guardian if he/she is a minor. ■ The apprentice's date of birth. ■ Name and address of the program sponsor and registration agency. ■ A statement of the trade or craft in which the apprentice is to be trained and the expected duration of the training. ■ A statement indicating the number of hours the apprentice will spend on-the-job and in the classroom. ■ The graduated scale of wages to be paid the apprentice and a statement of whether or not the required school time will be compensated. ■ Statements which indicate how the apprenticeship agreement may be terminated. ■ A statement that the apprentice will be accorded equal opportunity in all phases of apprenticeship employment and training, without discrimination because of race, color, religion, national origin, or sex.
3. Apprenticeable Occupations	Four basic components must exist for an occupation to be apprenticeable. ■ The occupation must be recognized as one which is usually learned through an apprenticeship. ■ The occupation must be recognized throughout an industry. An occupation that is so limited in scope that the craftsperson's skills are of need to only one or a limited number of employers would probably not be apprenticeable. ■ The occupation requires a minimum of 2,000 hours per year of occupational on-the-job training. ■ The occupation requires at least 144 hours of trade related instruction per year, coupled with the on-the-job training. Apprenticeable occupations can be found in such industries as electronics, construction, service, metal working, public administration, and medical and health care. There are approximately 800 apprenticeable occupations currently recognized by the Bureau of Apprenticeship and Training, and the State Apprenticeship Agencies.
4. Cooperative Education and Apprenticeship	The similarities between apprenticeship and cooperative education programs are numerous. Both programs: ■ use a combination of work and related instruction to meet career objectives. ■ are recognized as proven training programs which strive to meet society's need for trained, skilled workers. ■ enable individuals to earn while they learn. ■ provide opportunities for 16-17 year olds to be employed in certain hazardous occupations.

Excerpt from

The Meaning of Apprenticeship: When and How to Use the Term

Prepared by the Federal Committee on Apprenticeship

What Apprenticeship Is: The Essential Components

1. Apprenticeship is a training strategy that (a) combines supervised, structured on-the-job training with related theoretical instruction and (b) is sponsored by employers or labor/management groups that have the ability to hire and train in a work environment.

2. Apprenticeship is a training strategy that prepares people for work by conducting training in bona fide work settings. The content of training, both on-the-job and related instruction, is defined and dictated by the needs of the workplace. The length of training is determined by the needs of the specific occupation. In the building trades, for example, some apprenticeship programs are as long as five years with up to 240 hours of related instruction per year.

3. Apprenticeship is a training strategy with requirements that are clearly delineated in Federal and State laws and regulations (that) establish minimum requirements for length of training and related instruction and require that issues such as supervision (appropriate ratios of apprentices to journey persons), apprentice selection and recruitment procedures, wages, etc., be addressed by program sponsors.

4. Apprenticeship is a training strategy that leads to a Certificate of Completion and official journey person status. These credentials have explicit meaning and recognition in the eyes of Federal and State governments and relevant industries.

5. Apprenticeship is a training strategy that involves a tangible and generally sizable investment on the part of the employer or labor/management program sponsor.

6. Apprenticeship is a training strategy that pays wages to its participants and that increases these wages throughout the training program in accordance with a predefined wage progression scale.

7. Apprenticeship is a training strategy in which participants learn by working directly under the supervision and tutelage of masters in the craft, trade, or relevant occupational areas.

8. Apprenticeship is a training strategy that involves a written agreement and an implicit social obligation between the program sponsor and apprentice. The written agreement, which is signed by both the apprentice and the program sponsor and is ratified by government, details the role and responsibilities of each party. The implicit social obligation gives program sponsors the right to expect to employ the apprentice upon completion of training given the sponsor's investment in training and gives the apprentice a reasonable right to expect such employment. Labor market conditions should guide the size of training programs to enable each party to maintain his or her side of the obligation.

What Apprenticeship is NOT

Unless they conform to the essential components described previously, apprenticeship is not cooperative education, vocational education, tech prep, two plus two (three or four), summer or part-time work experiences, or any other myriad training strategies that many are promoting as ways to ensure adequate work preparation. Such strategies undoubtedly have value in their own right, but they are not apprenticeship.

What distinguishes apprenticeship from most of these other approaches are such fundamental qualities as training program sponsorship and location, the skills acquired, the value attached to the credential earned, curricula content that is defined exclusively by the workplace, wage requirements, the written agreement, and the implicit social contract that exists between program sponsors and their participants. No other training strategy provides for this unique combination of characteristics. When a person completes a registered apprenticeship program, he/she is prepared to go to work as a fully trained, competent journey person whose skills enable him or her to perform effectively in the workplace. Few, if any, other types of educational programs can make this claim.

Involving Unions in School-to-Work Initiatives. A Guide for STW Systems and Stakeholders. Gail Kinney TNG #35, Human Resources Development Institute, AFL-CIO, 1101 14th St., NW, Suite 320, Washington, D.C. 20005

ABC APPRENTICESHIP PROGRAM

Description. Cooperation BEST School to Career of Papillion-LaVista School District is partnered with the Associated Builders and Contractors (ABC) Nebraska Cornhusker Chapter for a youth apprenticeship opportunities in carpentry, electrical and plumbing. Papillion-LaVista students register for apprenticeship classes taught in the night school program through their guidance counselor and the Career Education Center. The class meets for two-and-a-half hours, twice a week for fifteen weeks. Papillion-LaVista students credit share with ABC Inc., resulting in the student receiving an elective credit towards graduation, and credit with ABC Inc. in the apprenticeship program for all classes taken while in school.

Additional or level I trades apprenticeship classes may be offered at the high school according to interest and demand. Students will always have the option of taking classes at the ABC Inc. Educational Training Site. A Papillion-LaVista Schools certified staff member teaches the night school class following the completion of the requirements to become a certified ABC Inc. instructor.

Program Areas. Industrial Technology **Grade Level.** 11 - 12th Grades
Contact. Jean Brown, Papillion-LaVista Public Schools, 420 S. Washington, Papillion, NE 68046, (402) 537-6226.

FEDERAL PLUMBING APPRENTICESHIP

Description. The Beatrice Public Schools in partnership with Lammel Plumbing and the Bureau of Apprenticeship have established a Federal Apprenticeship in the plumbing trade. The apprenticeship is a four-year program with a minimum age requirement of sixteen. The apprenticeship program is a part of the Occupational Internship Program offered as on-the-job training in the Career and Workplace Readiness curriculum. The Occupational Internship allows the student to accumulate a minimum of 250 hours toward their apprenticeship. After graduation the student continues on with the business partner covering a four-year schedule with specific learning objectives set by the Bureau of Apprenticeship obtaining a certification of journey person or master plumber upon successful completion of the program.

Credit toward graduation is granted based on the school's regular credit schedule. One classroom hour per day per semester equals five credits toward graduation. Students meeting required graduation criteria may acquire fifteen hours of work credit per semester toward graduation which is equivalent to three class periods.

Program Areas. Cooperative Education **Grade Level.** 11 - 12th Grades
Contact. Carol Schulz, Beatrice Public Schools, 215 North 5th Street, Beatrice, NE 68310, (402) 223-1515.

THEATRE TECHNOLOGY PROGRAM

Description. The program's purpose is simple: to take students behind the proscenium, into the scene shop and box office, and into the wonders of the working stage. Through comprehensive and insightful exposure, students obtain life-long skills and see an exciting career path. The program covers the basics in the arts and crafts of technical theatre, but there is value for the experienced as well. The objective is to provide a comprehensive overview that aspiring stage technicians must grasp. They need to know about properties, scenery, painting, sets, lighting, costumes, rigging and sound, while at the same time understanding finances, customer service and public relations.

The School-to-Work program in theatre technology currently has no prerequisites, but it is recommended that participants have completed a class in theatre arts or have equivalent theatre experience. Enrollment in the Theatre Tech class is for one semester. Upon completion of the class, students serve a paid or non-paid apprenticeship in their specified area of interest. Upon completion of the full program, students could be certified in their area of proficiency. Job placement is provided and help is given with the development of a portfolio and resume. The apprentice is given 6 to 12 hours of college credit.

Program Areas. Industrial Technology, Language Arts **Grade Levels.** 11 - 12th Grades
Contact. DuWain Hunt, Omaha Community Playhouse, 6915 Cass Street, Omaha, NE 68132-2696, (402) 553-4890.

Sample Forms For Apprenticeships

The forms on the following pages provide the structure required to make these opportunities a valuable experience for both the student and the employer.

TITLE	DESCRIPTION	PAGE #
STW Training Agreement	Agreement signed by the student, parents, school coordinator, and employer that spells out the responsibilities of all parties.	9
Student Learner Exemption Agreement	This agreement should be completed if the student learner is working in one of the seven exempt hazardous occupations.	10
Insurance and Emergency Information	Insurance, medical, and family information for student.	11
Youth Apprenticeship Training Agreement	Clarifies the agreed upon responsibilities of the student, parent, school, and employer in carrying out the apprenticeship experience. This form would be used in place of the STW Training Agreement.	12
Training Plan and Progress Report	This form outlines the training plan and expectations of all parties involved.	13-17
Student Time Sheet	Record of time spent at the work site to be completed by the student each week.	18
Student Evaluation	This evaluation should be completed by the student's employer on a quarterly basis and discussed with the student by the employer and school coordinator to assess progress towards attainment of established competencies.	19
Former Student Followup Survey	This form should be sent to students who participated in the program to determine the program's impact on employment and education.	20-21
Record of Coordinator Visits	This form is used to keep track of coordinator visits to student employment sites.	22
List of Students in the Program	Record of the name, social security number, and work site information for ll students in the program.	23
Pre-Apprenticeship STC Linkage Agreement	Agreement between the Bureau of Apprenticeship and Training, the employer, and the school-to-career partner.	24-25

SAMPLE

SCHOOL-TO-WORK
TRAINING AGREEMENT

Student Name: ____________________ Telephone: ____________________
Street: ____________________ Date of Birth: __________ Social Security #: ____________________
City: ____________________ State: __________ Zip: __________
Parent's Name: ____________________ Address ____________________ State: __________ Zip: __________

Employer Name: ____________________ Telephone: ____________________
Employer Address: ____________________

Days per Week: __________ Hours per Day: __________ Hours __________ A.M. and __________ P.M.
School Name: ____________________ School Location: ____________________
Career Cluster: ____________________ Training/Occupation Title: ____________________

Work-Based Learning Activity: (Check all that apply)

☐ Youth Apprenticeship
☐ Preapprenticeship
☐ Registered Apprenticeship
☐ Clinical Work Experience
☐ Cooperative Education
☐ Field Trip
☐ Internship/Practicum
☐ Job Shadowing
☐ Mentorship
☐ Part Time Work
☐ Service Learning Projects
☐ WECEP
☐ Other ____________________
☐ Other ____________________
☐ Other ____________________

EMPLOYER'S RESPONSIBILITIES IN SCHOOL-TO-WORK. The employer agrees to place the trainee in the activity specified above for the purpose of providing occupational experience of instructional value. The activity will be under the supervision of a qualified supervisor and will be performed under safe and hazard free conditions. The trainee will receive the same consideration given employees with regard to safety, health, social security, general work conditions and other policies and procedures of the firm. The employer will adhere to all State and Federal Regulations regarding employment, child labor laws and minimum wages, and will not discriminate in employment policies, educational programs or activities for reasons of race, sex, color, religion, national origin, marital status, age or handicap. The student will not displace a regular worker.

STW COORDINATOR'S RESPONSIBILITIES IN SCHOOL-TO-WORK. The teacher/coordinator agrees to visit each trainee at the training station and will continue a close working relationship with the person to whom the trainee is responsible while on the job. The teacher/coordinator shall attempt to resolve any complaints through the cooperative efforts of all parties concerned. The teacher/coordinator will meet with each trainee's parent and/or guardian prior to placement and during the school year. The local education office will keep each trainee's Training Agreement on file for three (3) years.

PARENT'S/GUARDIAN RESPONSIBILITIES IN SCHOOL-TO-WORK. Parent and/or guardian agree for the student to participate in School-to-Work as provided by the public schools.

STUDENT'S RESPONSIBILITIES IN SCHOOL-TO-WORK: The trainee agrees to follow rules and guidelines established by the school, employer and coordinator with regard to hours of work, school attendance and reporting procedures.

HAZARDOUS OCCUPATIONS EXCEPTION. Will the student be involved in a hazardous occupation as defined under the Federal Child Labor guidelines? ______YES ______NO (If yes, complete the **Student Learner Exemption Agreement**.)

Parents agree to arrange transportation for their child to and from the work site. By signing this form they are giving permission for their child to receive emergency medical treatment in case of injury or illness. They also understand that school personnel will not be present when the student is at the site and will not be responsible for their child. All signatories agree to comply with the responsibilities specified in the training agreement.

____________________ Date __________
Student

____________________ Date __________
STW Coordinator

____________________ Date __________
Parent or Guardian

____________________ Date __________
Employer

____
Employer's Insurance Carrier

____
Carrier's Contact Person

SAMPLE

SCHOOL-TO-WORK
Federal Child Labor Law Hazardous Occupation
STUDENT LEARNER EXEMPTION AGREEMENT

STUDENT/WORK SITE DATA

Student's Name____________________ SS #__________ Age__________
Address____________________ City__________ State__________ Zip____
Home Phone____________________ Date of Birth__________ Grade Level__________
STW Coordinator____________________ Phone #__________
School____________________
Parent Guardian____________________ Phone #__________

Apprenticeship Site____________________ **Phone #**__________ **Address**__________
Date Assignment Starts____________________ **Planned Ending Date**__________
Travel Arrangements____________________

16 and 17 Year Old Student Learners

With the *Student Learner Exemption Agreement* students can be employed in specific occupations declared hazardous by the Federal Child Labor Law. This agreement may only be executed in approved STC programs that provide specific skills training and result in placement of students in employment specifically related to that training. This agreement only applies to 16- and 17-year old student learners and specific occupations.

CHECK THE HAZARDOUS OCCUPATION(S) FOR WHICH THE EXEMPTION APPLIES:

____ On a scaffolding, roof, superstructure, residential building construction, or ladder above 6 feet.
____ In the operation of power-driven woodworking machines.
____ In the operation of power-driven metal forming, punching, or shearing machines.
____ Slaughtering, meat packing, processing, or rendering, except as provided in 29 C.F.R. part 570.61 (c).
____ In the operation of power-driven paper products and printing machines.
____ Excavation operations.
____ Working on electric apparatus or wiring.
____ Operating or assisting to operate, including starting, stopping, connecting or disconnecting, feeding, or any activity involving physical contact associated with operating tractors over 20 PTO horsepower, any trencher or earthmoving equipment, fork lift, or any harvesting, planting, or plowing machinery, or any moving machinery.

In accordance with Section 450.061 (2), the undersigned attest to the following:

(1) The student learner is enrolled in a youth vocational training program under a recognized state or local educational authority.
(2) The work of the student learner in the occupation declared particularly hazardous is incidental to the training received.
(3) The work performed shall be intermittent and for short periods of time and under the direct and close supervision of a qualified and experienced person.
(4) That safety instructions shall be given by the school and correlated by the employer with on-the- job training.
(5) That the student has a schedule of organized and progressive work processes to perform on the job.

____________________ ____________________
Student's Name (type or print) Student's Signature

____________________ ____________________
Parent's/Guardian's Name (type or print) Parent's/Guardian's Signature

____________________ ____________________
Employer's Name (type or print) Employer's Signature

____________________ ____________________
Coordinator's Name (type or print) Coordinator's Signature

____________________ ____________________
Principal's Name (type or print) Principal's Signature

____________________ ____________________
Optional: Superintendent's Name (type or print) Optional: Superintendent's Signature

A copy of this agreement shall be maintained by the employer and the school.

SAMPLE

SCHOOL-TO-WORK

INSURANCE AND EMERGENCY INFORMATION

PERSONAL DATA

Student's Name____________________ Birth Date________________

Student's Home Address____________________ City________ State___ Zip______

Student's Social Security Number________________ Home Phone________________

School Name____________ Address________________ Phone____________

INSURANCE COVERAGE

Insurance Coverage	Yes/No	Family	School	Employer
Liability and/or Bonding				
Workers' Compensation				
Health/Accident				

Name of H/A Ins. Co.____________________ Insured__________ Policy #________

NOTE: Please identify who is providing coverage by placing an (X) in the appropriate box.

STUDENT MEDICAL INFORMATION

List medical information about the student that would be helpful in case of an emergency.

Allergic to medications? _____ YES _____ NO

If yes, what medications? ________________________________

List any allergies or other medical problems of the student. ____________________

____

FAMILY INFORMATION

Parent/Guardian Name________________________ Work Phone______________

Work Name/Address____

Parent/Guardian Name________________________ Work Phone______________

Work Name/Address____

Parent/Guardian Home Address____________________ Home Phone______________

Emergency Contact____________________________ Phone______________

SIGNATURES

I consent for my child to receive emergency medical treatment in case of injury or illness. The information provided is accurate to the best of my knowledge.

Parent/Guardian's Signature____________________________ Date____________

Student's Signature________________________________ Date____________

Note: This form should be kept on file at school. If student is participating in a STW activity, a copy should also be on file at the work site.

SAMPLE

YOUTH APPRENTICESHIP TRAINING AGREEMENT

(THIS FORM MAY NOT BE NECESSARY IF THE STW TRAINING AGREEMENT IS USED.)
This agreement is part of federal and state school-to-work transition guidelines to provide students the opportunity to make the transition from school to work and be prepared to compete for the emerging high skills technology careers for the twenty-first century. An agreement must be signed by the employer, educator, student and parent/guardian that outlines the training plan and expectations of all parties involved. The schools and employers participating in this agreement are equal opportunity organizations and do not discriminate on the basis of race, color, religion, national or ethnic origin, disability, sex or age.

Student's Name________________________________SS #____________Age__________________
Address___________________________________City_____________State____________________Zip____
Home Phone________________________________Date of Birth_______________Grade Level__________
STW Coordinator____Phone #_______________
School____
Parent Guardian____Phone #_______________

Apprenticeship Site_______________________**Phone #**__________**Address**______________________
Date Assignment Starts___________________**Planned Ending Date**_____________________________
Travel arrangements____

ALL PARTIES JOINTLY AGREE TO THE FOLLOWING

1. There will be monetary compensation for participation in the program.
2. Experience shall be at a business/industry site directly related to the occupational interest expressed by the student.
3. Student is responsible for contacting their host to confirm the date and time of the visit.
4. The parent or guardian shall be responsible to the school for the conduct of the student participating in the program.
5. Safety instruction will be provided by the employer.
6. Appropriate accident, liability, and worker's compensation insurance coverage will be provided.
7. This agreement may be terminated after consultation with the coordinator, for due cause, or for unforeseen business conditions.
8. The apprenticeship site shall conform with all federal, state, and local labor laws.
9. The employer will provide regular evaluations of the student.
10. The student will remain in the apprenticeship position for the agreed upon period.
11. The parent or guardian will provide transportation for the student to and from the employment site.
12. Students will be accepted in the program and placed in employment without regard to race, color, national origin, sex, handicap, or disadvantage.

SIGNATURES

I give permission for my son/daughter to be released from school to participate in the program described above and agree with the travel arrangements listed. I understand that school personnel may not have visited the site, may not have met the employer, and will not be present when student is working at the site.

Parent/Guardian____Date______________________

Student____Date______________________

Coordinator____Date______________________

Employer____Date______________________

Return this form with all signatures at least 5 days before your program begins.

SAMPLE

YOUTH APPRENTICESHIP
TRAINING PLAN AND PROGRESS REPORT

The Pre-Apprenticeship Program is designed as an educational partnership between ______________________ (School/Partnership), the Bureau of Apprenticeship and Training, and ______________________ (Employer or Employer Group).

STUDENT/WORK SITE DATA

Student's Name ______________________ SS # __________ Age __________
Address ______________________ City __________ State __________ Zip ____
Home Phone ______________________ Date of Birth __________ Grade Level __________
STW Coordinator ______________________ Phone # __________
School/Address ______________________
Parent/Guardian ______________________ Phone # __________
Student Career Objective ______________________
Apprenticeship Site ______________________ **Phone #** __________ **Address** __________
Work Site Supervisor ______________________ **Phone #** __________
Date Assignment Starts ______________________ **Planned Ending Date** __________
Travel arrangements ______________________

GENERAL REQUIREMENTS

STUDENT TRAINING PLAN: The student training plan will include competencies to be mastered, connection of school site and work site competencies, career development information, and training activities scheduled for the school year.

WAGES: Wages may or may not be paid during the training program.

SCHEDULE OF CLASSES: Students participating in the program may train at the work site up to four hours a day, 20 hours per week. Training schedules will generally follow the school schedule regarding school days and holidays.

EXPECTATIONS: The student successfully completing the program will receive a certificate of mastery. Upon graduation from high school, the student will receive a high school diploma and an Occupational Skill Certificate of Mastery upon successfully completing the expected competency levels. The student will be prepared to enter the work force, participate in an adult registered apprenticeship program, pursue a two-year associate degree, or apply for admission to a four-year college or university.

OBJECTIVES

The objective of the program is to give students the opportunity to gain work experience as pre-apprentices through the school-to-career setting, which hopefully will lead to registration in an apprenticeable occupation. (Pre-apprenticeship refers to a familiarization with a particular occupation to enable the student to be productive on the first day of apprenticeship. Students and/or adults interested in learning a skilled trade will be provided with information and knowledge of the content of the trade, told what apprenticeship is, how to meet requirements, and taught initial skills for the trade.) This would be accomplished through the involvement of employers utilizing registered apprenticeship programs, placing the student-learners in part time employment as pre-apprentices approximately 5 to 20 hours per week. Credit towards completion of registered apprenticeship will be concurrently earned by the student-learner.

Upon satisfactory completion of curriculum requirements necessary to graduate from high school and upon having accumulated a recommended minimum of 250 hours of on-the-job training experience with the employer as well as validation of skills achieved, it is the intent of this partnership to acknowledge the participating student with a Certificate of Skills Accomplishments. Full time employment as a registered apprentice with a participating employer is the anticipated outcome upon graduation of the student-learner from high school.

RESPONSIBILITIES

THE STUDENT WILL:

- Be prompt and maintain regular attendance at school and the training site.
- Obey all rules and regulations at school and the training site.
- Maintain high academic and training standards.
- Call appropriate school and training personnel if late or absent for reasons beyond the student's control.
- Arrive at training site appropriately dressed.
- Communicate openly with school coordinator or training mentor concerning any problems, concerns, or conditions that are interfering with progress at school or the training site.

THE PARENT(S) OR GUARDIAN WILL:

- Grant permission and give support for school-to-careers participation.
- Inform instructor/coordinator of information vital to the performance and success of the student.
- Provide transportation to and from the training site.
- Attend any meetings or activities to promote or monitor the student's progress.
- Provide appropriate medical insurance coverage.

EMPLOYER TRAINING PARTNER WILL:

- Interview and select students for the program.
- Provide a comprehensive training plan developed in coordination with the school districts. The plan includes work site competencies and school site competencies (see attached lists).
- Appoint a training supervisor/mentor for the student.
- Provide appropriate training space and equipment.
- Ensure that appropriate accident, liability, and workers' compensation insurance coverage is provided.
- Assess student's progress on a regular basis.
- Notify the sending school if the student is absent without notification.
- Provide safety instruction for student training.
- Permit the school's representative(s) to visit the student and supervisor at training site.
- Refrain from hiring a student prior to completion of the training program and school year.
- Not displace a regular employee.
- Maintain appropriate records.
- Award a Certificate of Mastery.

THE SCHOOL WILL:

- Appoint a coordinator to assist students at school and the training site.
- Work with the employer training partner in developing a comprehensive training plan that includes work-based and school-based competencies.
- Monitor each student's progress at the training site periodically.
- Assist students in planning and integrating school curriculum and training with emphasis, where possible, on applied academics and related occupational courses.
- Adjust class schedules when necessary to accommodate students.
- Provide individual career guidance to assist the student in deciding the next career progression step after high school.
- Assess student performance.
- Award school credit for the education/training.
- Ensure that appropriate accident, liability, and workers' compensation insurance coverage is provided.
- Maintain appropriate records.
- Award Occupational Skill Certificate.

WORK SITE COMPETENCIES

4=Skilled **3=Moderately Skilled** **2=Limitedly Skilled** **1=Unsuccessful** **0=No Exposure**

	GRADING PERIODS					
WORK COMPETENCIES	**1**	**2**	**3**	**4**	**5**	**6**
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19						
20.						
21.						
22.						

If additional space is needed, attach an extra sheet of paper.

SCHOOL SITE COMPETENCIES

4=Skilled	3=Moderately Skilled	2=Limitedly Skilled	1=Unsuccessful	0=No Exposure

	GRADING PERIODS					
SCHOOL COMPETENCIES	1	2	3	4	5	6
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						

If additional space is needed, attach an extra sheet of paper.

TERMINATION

This agreement may be terminated for any of the following reasons: nonperformance on the part of the student or employer, relocation of either the student or employer, or change in the student's career choice. The employer and student must be notified prior to termination by the student.

SIGNATURES

Student	Date	Parent/Guardian	Date
High School Principal	Date	Work site Supervisor	Date
School Site Instructor	Date	School/District WBL Coordinator	Date

NOTE: **It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity**

SAMPLE

YOUTH APPRENTICESHIP
STUDENT TIME SHEET

Due Date ______________________

Student Name ____

Training Station Manager/Employer ______________________________________

Program Title ______________________ Teacher ______________________

Student: This time report must be signed by your training station manager/employer and turned in each Monday following the training week to the teacher of your related instruction class.

List things you did or learned this week:

1. ____

2. ____

3. ____

Number of training hours:

Beginning Monday ______	☐	☐	☐	☐	☐	☐	☐	☐*
Date	Mon	Tue	Wed	Th	Fri	Sat	Sun	Total Hours

______________________________ ______________

Training Station Manager/Employer's Signature Date

Optional Comments: ____

____

____

____

***On-the-Job Training Hours**

14-15 year olds:	Maximum of 3 hours/school day; 8 hours/non-school day Maximum of 18 hours/school week; 40 hours/non-school week
16-17 year olds:	Recommended maximum of 4 hours/school day; 8 hours/non-school day Recommended maximum of 30 hours/school week; 40 hours/non-school week

Classroom attendance is in addition to on-the-job training attendance.

SAMPLE **YOUTH APPRENTICESHIP**

EMPLOYER EVALUATION OF STUDENT PERFORMANCE

For the Period ______________ 19 ____

Student Name ______________________________ Job Title ______________

Employer ______________________________ Name of Supervisor ______________

Instructions:

This report is to be completed by the student's immediate supervisor, discussed with the student, signed by both the supervisor and the student and returned to the apprenticeship coordinator by mail or during a visit. In the space at the left, check the phrase that describes this student learner most accurately. Total the value for all the responses and record in the Total Scores section.

Productivity

0 ______ Fails to do an adequate job
1 ______ Does just enough to get by
2 ______ Maintains constant level of performance
3 ______ Very industrious; does more than is required
4 ______ Superior work production record

Ability to Follow Instructions

0 ______ Seems unable to follow instructions
1 ______ Needs repeated detailed instructions
2 ______ Follows most instructions with little difficulty
3 ______ Follows instructions with no difficulty
4 ______ Uses initiative in interpreting and following instructions

Initiative

0 ______ Always attempts to avoid work
1 ______ Sometimes attempts to avoid work
2 ______ Does assigned job willingly
3 ______ Does more than assigned job willingly
4 ______ Shows originality resourcefulness in going beyond assigned job

Quality of Work

0 ______ Does almost no acceptable work
1 ______ Does less than required amount of satisfactory work
2 ______ Does normal amount of acceptable work
3 ______ Does more than required amount of neat, accurate work
4 ______ Shows special aptitude for doing neat, accurate work beyond required amount

Dependability

0 ______ Unreliable, even under careful supervision
1 ______ Sometimes fails in obligations, even under supervision
2 ______ Meets obligations under supervision
3 ______ Meets obligations under very little supervision
4 ______ Meets all obligations without supervision

Cooperation

0 ______ Uncooperative, antagonistic
1 ______ Cooperates reluctantly
2 ______ Cooperates willingly when asked
3 ______ Cooperates eagerly and cheerfully
4 ______ Always cooperates eagerly and cheerfully

Ability to Get Along with People

0 ______ Frequently rude and unfriendly - uncooperative
1 ______ Has some difficulty working with others
2 ______ Usually gets along well with people
3 ______ Is poised, courteous, and tactful with people
4 ______ Exceptionally well accepted by peers, customers and supervisors

Attendance

0 ______ Often absent without good excuse and/or frequently late
1 ______ Lax attendance and/or frequently late
2 ______ Usually present and on time
3 ______ Very prompt and regular in attendance
4 ______ Always prompt and regular; volunteers for overtime when asked

Appearance

0 ______ Untidy or inappropriately groomed
1 ______ Sometimes neglectful of appearance
2 ______ Satisfactory appearance
3 ______ Careful about personal appearance
4 ______ Exceptionally neat and appropriately groomed

TOTAL SCORE

Overall Estimate of Student's Work (Employer'sGrade)

______	Poor	(Below 20)
______	Below Average	(20-25)
______	Average	(26-30)
______	Above average	(31-35)
______	Outstanding	(36-40)

Progress toward completion of Work Site Competencies outlined in the Student's Training Plan and Progress Report: ____ Satisfactory
____ Unsatisfactory

Comments ____

Supervisor Signature ______________ Date ______ Student Signature ______________ Date ______

Coordinator Signature ______________ Date ______ Coordinator's Grade ______________

SAMPLE

YOUTH APPRENTICESHIP
FORMER STUDENT FOLLOWUP

Please complete this survey regarding your participation in the Youth Apprenticeship Program at ________________. While you are not required to respond, your cooperation is needed to ensure that the results of this effort are comprehensive, reliable, and timely. The responses that you give will be kept strictly confidential.

1. What is your current educational status? (Check one)
   - ☐ Full-time student
   - ☐ Part-time student
   - ☐ Not currently attending school

2. What is your highest level of educational attainment? (Check one)
   - ☐ High School Diploma
   - ☐ Associates Degree
   - ☐ 2-Year Certificate
   - ☐ Certificate of Mastery
   - ☐ Baccalaureate Degree
   - ☐ Masters Degree
   - ☐ Ph.D.
   - ☐ Other ________________

3. What is your current employment status? (Check one.)

☐ Employed	Includes all employment, including full-time military service..
☐ Employed	Full-time military service.
☐ Unemployed	Not employed, but actively seeking employment.
☐ Not in the Labor Force	Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason.

NOTE: If you are currently employed, please answer the remaining questions. Otherwise skip to item #8.

4. Please provide the following information regarding your current job:

____
Name of Company or Firm (If self-employed, please write self.)

____
Company or Firm Mailing Address

________________ ________________ ________________
City State Zip Code

________________ ________________ ________________
Your Immediate Supervisor: Last Name First Name M.I.

The State Department of Vocational Education may contact my immediate supervisor regarding the vocational training I received.

____
Your Signature

____
Printed Name

____
Year in which you completed vocational program

FORMER STUDENT FOLLOW-UP SURVEY
Page 2

CURRENT JOB INFORMATION

Job Title ______________________________

Job Duties ______________________________

____

____

5. What is your current salary before deductions? (Do not add overtime)

$ __________ per __________

6. The salary in the preceding item is based on how many hours per week employment?

__________ hours per week

7. Is the job related to your field of vocational training?

☐ Yes, it is directly or closely related. (If yes, skip item #8)
☐ No, it is only remotely related or is not related at all. (If no, answer item #8.)

8. Have you ever been employed in a job directly or closely related to your field of vocational training since you completed or left your program?

☐ Yes
☐ No

Thank you very much for your cooperation.
Please return this form in the enclosed envelope.
No postage is required.

SAMPLE

YOUTH APPRENTICESHIP
RECORD OF COORDINATOR VISITS

Program Title ______________________________ Teacher ______________________________

*Date of Visit	Name of Student	Employer Site Visited	Teacher's Observations

Apprenticeship training stations shall be visited at least once every four weeks. (No less than every second visit should include an observation of the student engaged in on-the-job training experiences.)

SAMPLE

YOUTH APPRENTICESHIP
LIST OF STUDENTS IN THE PROGRAM

PROGRAM AREA/SCHOOL

____

Student's Name	Social Security Number	Date of Birth	Student Job Title	Work Based Site	Site Supervisor	Phone Number	Dates of Employment
1.							
2.							
3.							
4.							
5.							
6.							
7							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

SAMPLE

PRE-APPRENTICESHIP
SCHOOL-TO-CAREER LINKAGE AGREEMENT
BETWEEN

____

(School-to-Career Partner)

THE BUREAU OF APPRENTICESHIP AND TRAINING

AND

____

(Employer or Employer Group)

INTRODUCTION

The School-to-Career Pre-Apprenticeship Program is designed as an educational partnership between ____ . the Bureau of Apprenticeship and Training, and __________________________ .

OBJECTIVE

The objective of the program is to give ______________________________ students the opportunity to gain work experience as pre-apprentices through the school-to-career setting, which hopefully will lead to registration in an apprenticeable occupation. (Pre-apprenticeship refers to a familiarization with a particular occupation to enable the student to be productive on the first day of apprenticeship. Students and/or adults interested in learning a skilled trade will be provided with information and knowledge of the content of the trade, told what apprenticeship is, how to meet requirements, and taught initial skills for the trade.) This would be accomplished through the involvement of employers utilizing registered apprenticeship programs, placing the student-learners in part time employment as pre-apprentices approximately 5 to 20 hours per week. Credit towards completion of registered apprenticeship will be concurrently earned by the student-learner.

Upon satisfactory completion of curriculum requirements necessary to graduate from ____________________ High School, and upon having accumulated a recommended minimum of 250 hours of on-the-job training experience with the employer as well as validation of skills achieved, it is the intent of this partnership to acknowledge the participating student with a Certificate of Skills Accomplishments.

Full time employment as a registered apprentice with a participating employer is the anticipated outcome upon graduation of the student-learner from _______________________ High School.

OPERATION

_____________________________________ shall be the coordinator for the school-to-career pre-apprenticeship program.

The Training Coordinator shall:

- Follow the guidelines for apprenticeship and cooperative vocational education, including this school-to-career pre-apprenticeship linkage policy.

- Impact academic and work-related skills and knowledge (such as problem-solving, teamwork, critical skills and self-management) transferable to a general and broad range of work and life situations.
- Maintain an appropriate training plan or work schedule including documented safety instruction on each student.
- Establish contacts with all facets of business, industry, and commerce in order to develop and expand the placement of students and opportunities in apprenticeship.
- Assist in developing apprenticeship related instructional aids and materials to satisfy industry training needs.
- Be responsible for gathering data and preparation of statistical analysis as needed.
- Strengthen the relationships between school and the world of work for students.
- Actively promote equal placement opportunities for minorities and females in the apprenticeship areas.
- Work with the Bureau of Apprenticeship and Training, Job Service, Nebraska Department of education, and other support groups as may become involved.
- Promote integration of academic and vocational instruction that draws from relevant experiential experience of participants.

The ______________________ Public School System shall maintain records of classes taken, grades acquired, and attendance records during the period the apprentices are attending that institution.

The Student:

- Must be at least 16 years of age and a junior or senior in high school.
- Must be physically capable to perform the essential duties of the trade.

The Bureau of Apprenticeship and Training shall:

- Provide information for the coordinator in the promotion of pre-apprenticeship linkages with ______________ and assist in obtaining community support of the program.
- Assist with the development of on-the-job training outlines for pre-apprenticeship.
- Provide work schedules and standards for apprenticeable occupations.
- Assist ________________ with information on apprenticeship requirements and available curriculum materials.
- Develop and install registered standards of apprenticeship with the U.S. Department of Labor, Bureau of Apprenticeship and Training.
- Coordinate oversight and reporting requirements for the program.
- Promote equal opportunity for minorities and females in apprenticeable areas.

Participating Employers shall:

- Provide on-the-job training and experience in the various occupations to the student-learners.
- Provide equal opportunity to the student-learners in the workplace.
- Provide safe working environments to the student-learners.

CANCELLATION

This agreement may be canceled upon the voluntary action by any of the participating members/partners.

Member/Partner	Representative Name/Title	Signature	Date
STC Partner	____________________	____________________	______
STC Partner	____________________	____________________	______
Employer/Group	____________________	____________________	______
Nebraska Bureau of Apprenticeship and Training	____________________	____________________	______

B. CLINICAL WORK EXPERIENCE

Overview

Clinical experiences are different from other structured work experiences in that they require supervision by a certified teacher or faculty member who is on-site during the entire experience, while the supervision of students on a non-clinical work experience is performed by the work site supervisor and coordinated by the faculty member.

These experiences usually take place in medical settings, where students have opportunities for practical application of previously studied theory through a combination of course work and part-time work experience. Credit hours/outcomes and levels of intensity vary, depending on the course of study. There is strong emphasis on coordination and integration between work site and classroom learning.

Evaluation. Work site evaluation of the student-learner's performance is conducted by the employer and discussed with the student by the employer and school coordinator to assess progress towards attainment of established competencies. School personnel are on-site during the entire experience to monitor the student-learners progress.

Legal Issues. All state and federal laws child labor laws must be followed for learners under the age of 18. These requirements are defined in this manual, *Part IX - Nebraska Work Based Learning Legal Issues Guide*.

Insurance. The following insurance considerations should be understood by parents, school administrators and employers:

- *Health/Life Insurance* - provided by student's family; however, employers are responsible for offering coverage for students in paid work site learning experiences if similarly classified employees are eligible for these benefits.
- *Automobile Accident Insurance* - provided by the student/parent (for travel to and from work site) unless transportation is provided by the district.
- *Accident/Liability Insurance* - Insurance for personal injury or property damage should be carried by the employer, school district, and family. Additional liability (malpractice) insurance may be advisable in the health care field.
- *Worker's Compensation* - Students participating in paid work site experiences are covered by worker's compensation and may be covered by the school district's policy or the employer. Students participating in non-paid work site experiences are not covered by worker's compensation, but if injured at the work site may be covered by the school district or businesses's liability insurance and/or their family insurance
- *Medical Treatment Waiver*. Parents sign a waiver for student's participation in a work site learning experience.

Sources of Funding. Possible sources of funding for clinical work experiences include: local schools, the Nebraska Department of Education, Vocational-Technical Education, Tech Prep, School-to-Careers, Educational Service Units, local business and industry partner, etc.

Time Commitment. This experience lasts from one semester up to two school years. Students receive school credit for their in-class instruction and for their on-the-job training.

Training Agreement/Training Plan. Agreements that outline the responsibilities of all parties and describe the school site and work site competencies to be attained are signed by the student, parents, school coordinator, and employer.

Transportation. Students and parents should provide transportation. In some cases, the school or school district may make transportation arrangements for students to and from the work site.

Wages. Student-learners are usually paid in accordance with federal and state wage regulations.

Setting Up a Clinical Work Experience

1. **Identifying Potential Work Sites**	Most clinical work experience programs have ongoing relationships with local health care organizations. Supervising faculty members can be very useful in helping to set up these experiences.
2. **Placing Students**	Student placement in clinical experiences is generally arranged by the school. Connecting students with work sites that will meet their needs and provide relevant experiences is the most important aspect of planning the clinical work experience. Work site staff members will want to interview prospective interns to ensure a good match. Programs may allow students who are already employed at a job in a clinical setting to earn credit for job experience related to their course of study after it has been formally approved as a clinical experience site.
3. **Arranging Schedules**	The faculty supervisor and student should arrange a work schedule that is convenient for both of them. It is best if the schedule is consistent from week to week, so that the work site can prepare work experiences for the student, and reinforce positive work habits.
4. **Confirming Plans**	A program representative should contact a work site representative to confirm arrangement and answer any questions he may have about the program. For clinical experiences, coordinators should check to see if the school district needs to carry additional liability insurance.
5. **Preparing Student**	Students need to be thoroughly prepared before embarking on a clinical work experience. In addition to classroom preparation that focuses on skills that will be applied at the work site, there are practical concerns to be addressed as well. Many districts provide students with a clinical work experience handbook which contains a combination of the following: • **Structured work experience agreements**. These agreements outline the responsibilities of both the faculty supervisor and the student, as well as the purpose of and academic expectations for the clinical work experience. The forms should be signed by the student, the faulty supervisor, and the program coordinator. Parent/guardian signatures may be required for minor students. • **Outline of dress and behavior expectations.** While classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of dress code at each work site and discuss appropriate attire with students. Students should also be informed about sexual harassment issues. • **Goals/Objectives worksheet**. Students, work site supervisors and program coordinators need to work together to develop a list of goals and objectives for the clinical work experience. The list should include skills the student needs to acquire and/or practice and concepts the student need to understand and apply. Goals and objectives should relate directly to classroom work and career development activities which the clinical experience supports. • **Checklist.** Give students a checklist which included everything they need to do to prepare for the clinical experience. Preparing resumes, developing objectives, contacting work site representatives, arranging schedules and transportation (if necessary) and doing background research are all possible checklist items. • **Evaluation materials.** Students will be evaluated by their faculty supervisors throughout the clinical work experience. Provide students with copies of the evaluation forms so that they can be informed about the basis of their evaluations. Ask students to evaluate their clinical work experiences, as well. Students should be encouraged to write or talk about their experiences as a means of better understanding what they have learned. Student evaluations of the program can also be helpful as an element of ongoing program improvement.

Setting Up a Clinical Work Experience

6. **Preparing Faculty Supervisors**	Faculty supervisors must be thoroughly prepared for the clinical experience. Make sure that they are aware of everything that they are expected to do. Many districts prepare a handbook for faculty supervisors which contains a combination of the following: • **An overview of legal responsibilities.** There are many legal issues that faculty supervisors need to be aware of, such as safety concerns and child labor, discrimination and sexual harassment laws. Make-sure that faculty supervisors and work site representatives understand their legal responsibilities and potential liabilities in advance. • **Activity suggestions.** Remind faculty supervisors that the purpose of the clinical experience is to provide students with an environment where learning can take place. Encourage supervisors to allow students to participate in as many learning activities as possible, especially those activities which offer an opportunity to develop workplace skills. • **Checklist**. Supervisors will probably find a checklist very useful. Checklist items might include: arranging meeting times, planning with program coordinator to insure that academic requirement are met, signing structured work experience agreements, arranging student work schedules with work site representatives, and informing students about work site policies and procedures. • **Evaluation materials.** Employer response to the clinical experience program is essential for maintaining a successful operation. Provide faculty supervisors with forms on which they can evaluate student participation, as well as the program itself.
7. **Preparing Work Site Staff**	Work site staff members should be aware of the presence and needs of students involved in clinical work experiences, and should be encouraged to provide support when appropriate. Work site staff members should be aware of the abilities and training limitations of these students, and avoid putting them in situations that could prove dangerous to themselves or others.

It is important to make the clinical experience meaningful by connecting it to classroom learning. Connecting activities can take many forms, and should take place at all stages of the experience.

Connecting the Classroom to the Work Site

1. **Pre-Experience Activities**	• Students research the general career fields and specific organizations in which they will be working • Students write about their preconceptions and expectations related to the organization in which their experiences will take place • Students prepare questions to ask their supervisors based on their research and writing • Students and teachers discuss professional standards for behavior and dress • Students practice skills that will be needed on the work site • Teachers emphasize practical applications of the concepts/skills they teach in class
2. **On-Site Activities**	• Students learn actual job skills by participating in work-related activities • Students observe practical applications of academic concepts • Students work toward achieving individual goals and objectives

Connecting the Classroom to the Work Site

3. **Seminar/Class**	Seminars provide students with opportunities to better understand their clinical experiences and enhance their learning. Seminar schedules can vary from three meetings per term to as often as once a week. Curriculum can include: • Job search skills and techniques (resume writing and interviewing skills) • How to develop goals and objectives • Reflective assignments, such as weekly logs and journals • Education on workplace issues: Sexual harassment, Workplace basics, Managing conflict, Responding to criticism, Labor laws, Discrimination, Professionalism • Workplace skills and techniques related to student placements • Guest speakers • Round-table discussions • Collaborative learning activities • Values clarification
4. **Post-experience Activities**	• Students write about the differences between their expectations and the realities of the workplace • Students and teachers discuss the connections they see between classroom learning and the workplace • Students continue their career research in light of what they have learned during the clinical experience

Nebraska Success Stories

MEDICAL SCIENCE PROGRAM

Description. The Medical Science Program provides students with transferable skills and technical experience to meet the needs of the health care industry. A two-year program, classes will be held every day at a local health care provider, with instruction provided by registered nurses and Nebraska certified secondary school educators. Students will receive multi-skill training, education and introductory experiences in a variety of health care fields. Teaching methods include lecture, hands-on laboratory experiments, career shadows, informational interviews, computer research, video viewing and clinical rotations.

During the first year of the program, students study the state-approved primary care assistant curriculum, anatomy and physiology, medial terminology, and acute care. Opportunities will be available for students to job shadow a variety of health care professions. During the second year, students study medical records, electrocardiography, phlebotomy, microbiology, and participate in clinical modules.

Students are provided with lab coats and stethoscopes. They are required to have a current physical (including a negative TB test) and be free of communicable diseases. Hepatitis vaccinations are strongly encouraged. Students must also purchase liability insurance. The Omaha Job Clearinghouse assists with purchasing any of the above listed items when the need arises.

Program Areas. Health Occupations
Grade Levels. 11 - 12th Grades
Contact. Penny Boykins, Omaha Job Clearinghouse, PO Box 3777, Omaha, NE 68103-0777, (402) 457-2598.

Sample Forms for Clinical Work Experience

The forms on the following pages provide the structure required to make these opportunities a valuable experience for both the students and the employer.

TITLE	DESCRIPTION	PAGE #
STW Training Agreement	Agreement signed by the student, parents, school coordinator, and employer that spells out the responsibilities of all parties.	32
Insurance and Emergency Information	Insurance, medical, and family information for student.	33
Clinical Work Experience Training Agreement	Clarifies the agreed upon responsibilities of the student, parent, school, and employer in carrying out the clinical work experience.	34
Training Plan and Progress Report	Describes the student competencies resulting from the experience.	35-39
Student Time Sheet	Record of time spent at the work site to be completed by the student each week.	40
Student Evaluation	This evaluation should be completed by the student's employer on a quarterly basis and discussed with the student by the employer and school coordinator to assess progress towards attainment of established competencies.	41
Former Student Follow up Survey	This form should be sent to students who participated in the program to determine the program's impact on employment and education.	42-43
Record of Coordinator Visits	This form is used to keep track of coordinator visits to student employment sites.	44
List of Students in the Program	Record of the name, social security number, and work site information for all students in the program.	45

SAMPLE

SCHOOL-TO-WORK
TRAINING AGREEMENT

Student Name: ______________________________ Telephone: ______________________
Street: ____________________ Date of Birth: __________ Social Security #: ____________________
City: ______________________________________ State: __________ Zip: __________
Parent's Name: __________________ Address __________________ State: __________ Zip: __________

Employer Name: ______________________________ Telephone: ______________________
Employer Address: ____

Days per Week: __________ Hours per Day: __________ Hours __________ A.M. and ______________ P.M.
School Name: ______________________ School Location: ______________________________
Career Cluster: ______________________ Training/Occupation Title: ______________________

Work-Based Learning Activity: (Check all that apply)

☐ Youth Apprenticeship
☐ Preapprenticeship
☐ Registered Apprenticeship
☐ Clinical Work Experience
☐ Cooperative Education
☐ Field Trip
☐ Internship/Practicum
☐ Job Shadowing
☐ Mentorship
☐ Part Time Work
☐ Service Learning Projects
☐ WECEP
☐ Other ______________
☐ Other ______________
☐ Other ______________

EMPLOYER'S RESPONSIBILITIES IN SCHOOL-TO-WORK. The employer agrees to place the trainee in the activity specified above for the purpose of providing occupational experience of instructional value. The activity will be under the supervision of a qualified supervisor and will be performed under safe and hazard free conditions. The trainee will receive the same consideration given employees with regard to safety, health, social security, general work conditions and other policies and procedures of the firm. The employer will adhere to all State and Federal Regulations regarding employment, child labor laws and minimum wages, and will not discriminate in employment policies, educational programs or activities for reasons of race, sex, color, religion, national origin, marital status, age or handicap. The student will not displace a regular worker.

STW COORDINATOR'S RESPONSIBILITIES IN SCHOOL-TO-WORK. The teacher/coordinator agrees to visit each trainee at the training station and will continue a close working relationship with the person to whom the trainee is responsible while on the job. The teacher/coordinator shall attempt to resolve any complaints through the cooperative efforts of all parties concerned. The teacher/coordinator will meet with each trainee's parent and/or guardian prior to placement and during the school year. The local education office will keep each trainee's Training Agreement on file for three (3) years.

PARENT'S/GUARDIAN RESPONSIBILITIES IN SCHOOL-TO-WORK. Parent and/or guardian agree for the student to participate in School-to-Work as provided by the public schools.

STUDENT'S RESPONSIBILITIES IN SCHOOL-TO-WORK: The trainee agrees to follow rules and guidelines established by the school, employer and coordinator with regard to hours of work, school attendance and reporting procedures.

HAZARDOUS OCCUPATIONS EXCEPTION. Will the student be involved in a hazardous occupation as defined under the Federal Child Labor guidelines? ______YES ______NO (If yes, complete the **Student Learner Exemption Agreement**.)

Parents agree to arrange transportation for their child to and from the work site. By signing this form they are giving permission for their child to receive emergency medical treatment in case of injury or illness. They also understand that school personnel will not be present when the student is at the site and will not be responsible for their child. All signatories agree to comply with the responsibilities specified in the training agreement.

______________________ Date __________
Student

______________________ Date __________
STW Coordinator

______________________ Date __________
Parent or Guardian

______________________ Date __________
Employer

____
Employer's Insurance Carrier

____
Carrier's Contact Person

SAMPLE

SCHOOL-TO-WORK

INSURANCE AND EMERGENCY INFORMATION

PERSONAL DATA

Student's Name ______________________ Birth Date ______________

Student's Home Address ______________________ City __________ State ___ Zip ________

Student's Social Security Number ________________ Home Phone ______________

School Name ____________ Address ________________ Phone ____________

INSURANCE COVERAGE

Insurance Coverage	**Yes/No**	**Family**	**School**	**Employer**
Liability and/or Bonding				
Workers' Compensation				
Health/Accident				

Name of H/A Ins. Co. ______________________ Insured __________ Policy # ________

NOTE: Please identify who is providing coverage by placing an (X) in the appropriate box.

STUDENT MEDICAL INFORMATION

List medical information about the student that would be helpful in case of an emergency.

Allergic to medications? ______ YES ______ NO

If yes, what medications? ______________________________

List any allergies or other medical problems of the student. ______________________________

____

FAMILY INFORMATION

Parent/Guardian Name ______________________ Work Phone ______________

Work Name/Address ____

Parent/Guardian Name ______________________ Work Phone ______________

Work Name/Address ____

Parent/Guardian Home Address ______________________ Home Phone ______________

Emergency Contact ______________________ Phone ______________

SIGNATURES

I consent for my child to receive emergency medical treatment in case of injury or illness. The information provided is accurate to the best of my knowledge.

Parent/Guardian's Signature ______________________________ Date ____________

Student's Signature ______________________________ Date ____________

Note: This form should be kept on file at school. If student is participating in a STW activity, a copy should also be on file at the work site.

SAMPLE

CLINICAL WORK EXPERIENCE
TRAINING AGREEMENT

(THIS FORM MAY NOT BE NECESSARY IF THE STW TRAINING AGREEMENT IS USED.)
This agreement is part of federal and state school-to-work transition guidelines to provide students the opportunity to make the transition from school to work and be prepared to compete for the emerging high skills technology careers for the twenty-first century. An agreement must be signed by the employer, educator, student and parent/guardian that outlines the training plan and expectations of all parties involved. The schools and employers participating in this agreement are equal opportunity organizations and do not discriminate on the basis of race, color, religion, national or ethnic origin, disability, sex or age.

Student's Name____________________ SS # ________ Age________
Address____________________ City________ State________ Zip____
Home Phone____________________ Date of Birth________ Grade Level________
STW Coordinator____________________ Phone # ________
School____________________
Parent Guardian____________________ Phone # ________

Clinical Work Site____________ **Phone #**________ **Address**____________
Date Assignment Starts____________ **Planned Ending Date**____________
Travel arrangements____________________

ALL PARTIES JOINTLY AGREE TO THE FOLLOWING

1. There will be monetary compensation for participation in the program.
2. Experience shall be at a business/industry site directly related to the occupational interest expressed by the student.
3. Student is responsible for contacting the business to confirm the date and time of the experience.
4. The parent or guardian shall be responsible to the school for the conduct of the student participating in the program.
5. Safety instruction will be provided by the employer.
6. Appropriate accident, liability, and workers' compensation insurance coverage will be provided.
7. This agreement may be terminated after consultation with the coordinator, for due cause, or for unforeseen business conditions.
8. The work site shall conform with all federal, state, and local labor laws.
9. The employer will provide regular evaluations of the student.
10. The student will remain in the position for the agreed upon period
11. The parent or guardian will provide transportation for the student to and from the employment site.
12. Students will be accepted in the program and placed in employment without regard to race, color, national origin, sex, handicap, or disadvantage.

SIGNATURES

I give permission for my son/daughter to be released from school to participate in the program described above and agree with the travel arrangements listed. I understand that school personnel may not have visited the site, may not have met the employer, and may not be present when student is working at the site.

Parent/Guardian____________________ Date____________
Student____________________ Date____________
Coordinator____________________ Date____________
Employer____________________ Date____________

Return this form with all signatures at least 5 days before your program begins.

SAMPLE

CLINICAL WORK EXPERIENCE
TRAINING PLAN AND PROGRESS REPORT

The Clinical Work Experience program is designed as an educational partnership between ____________________
(School/Partnership) and ____
(Employer or Employer Group).

STUDENT/WORK SITE DATA

Student's Name ____________________ SS # ____________ Age ____________
Address ____________________ City ____________ State ____________ Zip ____
Home Phone ____________________ Date of Birth ____________ Grade Level ____________
STW Coordinator ____________________________________ Phone # ____________
School/Address ____
Parent Guardian ____________________________________ Phone # ____________
Student Career Objective ____
Clinical Work Site ____________________ **Phone #** ____________ **Address** ____________
Work Site Supervisor ____________________________________ **Phone #** ____________
Date Assignment Starts ____________________ **Planned Ending Date** ____________________
Travel arrangements ____

GENERAL REQUIREMENTS

STUDENT TRAINING PLAN: The student training plan will include competencies to be mastered, connection of school site and work site competencies, career development information, and training activities scheduled for the school year.

WAGES: Wages may or may not be paid during the training program.

SCHEDULE OF CLASSES: Students participating in the program may train at the work site up to four hours a day, 20 hours per week. Training schedules will generally follow the school schedule regarding school days and holidays.

EXPECTATIONS: The student successfully completing the program will receive a certificate of mastery. Upon graduation from high school, the student will receive a high school diploma and may receive a certificate of mastery upon successfully completing the expected competency levels. The student will be prepared to enter the work force, pursue a an associate degree at a two-year college, or apply for admission to a four-year college or university.

OBJECTIVES

The objective of the program is to give students the opportunity to gain clinical work experience through the school-to-career setting, which hopefully will lead to an Occupational Skill Certificate of Mastery. This would be accomplished by placing the student-learners in part time employment in a clinical setting approximately 5 to 20 hours per week. Credit towards completion of an associates degree may be concurrently earned by the student-learner.

Upon satisfactory completion of curriculum requirements necessary to graduate from high school and upon having accumulated the recommended number of hours in on-the-job training experience with the employer as well as validation of skills achieved, it is the intent of this partnership to acknowledge the participating student with a Certificate of Skills Accomplishments.

RESPONSIBILITIES

THE STUDENT WILL:

- Be prompt and maintain regular attendance at school and the training site.
- Obey all rules and regulations at school and the training site.
- Maintain high academic and training standards.
- Call appropriate school and training personnel if late or absent for reasons beyond the student's control.
- Arrive at training site appropriately dressed.
- Communicate openly with school coordinator or training mentor concerning any problems, concerns, or conditions that are interfering with progress at school or the training site.

THE PARENT(S) OR GUARDIAN WILL:

- Grant permission and give support for school-to-careers participation.
- Inform instructor/coordinator of information vital to the performance and success of the student.
- Provide transportation to and from the training site.
- Attend any meetings or activities to promote or monitor the student's progress.
- Provide appropriate medical insurance coverage.

EMPLOYER TRAINING PARTNER WILL:

- Interview and select students for the program.
- Provide a comprehensive training plan developed in coordination with the school districts. The plan includes work site competencies and school site competencies.
- Appoint a training supervisor/mentor for the student.
- Provide appropriate training space and equipment.
- Ensure that appropriate accident, liability, and workers' compensation insurance coverage is provided.
- Assess student's progress on a regular basis.
- Notify the sending school if the student is absent without notification.
- Provide safety instruction for student training.
- Permit the school's representative(s) to visit the student and supervisor at training site.
- Refrain from hiring a student prior to completion of the training program and school year.
- Not displace a regular employee.
- Maintain appropriate records.
- Award a Certificate of Mastery.

THE SCHOOL WILL:

- Appoint a coordinator to assist students at school and the training site.
- Work with the employer training partner in developing a comprehensive training plan that includes work-based and school-based competencies.
- Monitor each student's progress at the training site periodically.
- Assist students in planning and integrating school curriculum and training with emphasis, where possible, on applied academics and related occupational courses.
- Adjust class schedules when necessary to accommodate students.
- Provide individual career guidance to assist the student in deciding the next career progression step after high school.
- Assess student performance.
- Award school credit for the education/training.
- Ensure that appropriate accident, liability, and workers' compensation insurance coverage is provided.
- Maintain appropriate records.
- Award Occupational Skill Certificate.

WORK SITE COMPETENCIES

4=Skilled **3=Moderately Skilled** **2=Limitedly Skilled** **1=Unsuccessful** **0=No Exposure**

	GRADING PERIODS					
WORK COMPETENCIES	**1**	**2**	**3**	**4**	**5**	**6**
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19						
20.						
21.						
22.						

If additional space is needed, attach an extra sheet of paper.

SCHOOL SITE COMPETENCIES

4=Skilled **3=Moderately Skilled** **2=Limitedly Skilled** **1=Unsuccessful** **0=No Exposure**

	GRADING PERIODS					
SCHOOL COMPETENCIES	**1**	**2**	**3**	**4**	**5**	**6**
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						

If additional space is needed, attach an extra sheet of paper.

Sample Training Plan - Page 5

TERMINATION

This agreement may be terminated for any of the following reasons: nonperformance on the part of the student or employer, relocation of either the student or employer, or change in the student's career choice. The employer and student must be notified prior to termination by the student.

SIGNATURES

Student	Date	Parent/Guardian	Date
High School Principal	Date	Work Site Supervisor	Date
School Site Instructor	Date	School/District WBL Coordinator	Date

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity

SAMPLE

CLINICAL WORK EXPERIENCE
STUDENT TIME SHEET

Due Date____________________

Student Name ____

Training Station Manager/Employer ______________________________

Program Title ________________________ Teacher ________________________

Student: This time report must be signed by your training station manager/employer and turned in each Monday following the training week to the teacher of your related instruction class.

List things you did or learned this week:

1. ____

2. ____

3. ____

Number of training hours:

Beginning Monday __________	☐	☐	☐	☐	☐	☐	☐	☐*
Date	Mon	Tue	Wed	Th	Fri	Sat	Sun	Total Hours

____________________________________ __________________

Training Station Manager/Employer's Signature Date

Optional Comments: ____

____

____

____

***On-the-Job Training Hours**

14-15 year olds:	Maximum of 3 hours/school day; 8 hours/non-school day Maximum of 18 hours/school week; 40 hours/non-school week
16-17 year olds:	Recommended maximum of 4 hours/school day; 8 hours/non-school day Recommended maximum of 30 hours/school week; 40 hours/non-school week

Classroom attendance is in addition to on-the-job training attendance.

SAMPLE CLINICAL WORK EXPERIENCE
EMPLOYER EVALUATION OF STUDENT PERFORMANCE

For the Period ______________ 19 ____

Student Name ____________________________________ Job Title ______________________

Employer ____ Name of Supervisor ______________

Instructions:

This report is to be completed by the student's immediate supervisor, discussed with the student, signed by both the supervisor and the student and returned to the school coordinator by mail or during a visit. In the space at the left, check the phrase that describes this student learner most accurately. Total the value for all the responses and record in the Total Scores section.

Productivity

0 ______ Fails to do an adequate job
1 ______ Does just enough to get by
2 ______ Maintains constant level of performance
3 ______ Very industrious; does more than is required
4 ______ Superior work production record

Ability to Follow Instructions

0 ______ Seems unable to follow instructions
1 ______ Needs repeated detailed instructions
2 ______ Follows most instructions with little difficulty
3 ______ Follows instructions with no difficulty
4 ______ Uses initiative in interpreting and following instructions

Initiative

0 ______ Always attempts to avoid work
1 ______ Sometimes attempts to avoid work
2 ______ Does assigned job willingly
3 ______ Does more than assigned job willingly
4 ______ Shows originality/resourcefulness in going beyond assigned job

Quality of Work

0 ______ Does almost no acceptable work
1 ______ Does less than required amount of satisfactory work
2 ______ Does normal amount of acceptable work
3 ______ Does more than required amount of neat, accurate work
4 ______ Shows special aptitude for doing neat, accurate work beyond required amount

Dependability

0 ______ Unreliable, even under careful supervision
1 ______ Sometimes fails in obligations, even under supervision
2 ______ Meets obligations under supervision
3 ______ Meets obligations under very little supervision
4 ______ Meets all obligations without supervision

Cooperation

0 ______ Uncooperative, antagonistic
1 ______ Cooperates reluctantly
2 ______ Cooperates willingly when asked
3 ______ Cooperates eagerly and cheerfully
4 ______ Always cooperates eagerly and cheerfully

Ability to Get Along with People

0 ______ Frequently rude and unfriendly - uncooperative
1 ______ Has some difficulty working with others
2 ______ Usually gets along well with people
3 ______ Is poised, courteous, and tactful with people
4 ______ Exceptionally well accepted by peers, customers and supervisors

Attendance

0 ______ Often absent without good excuse and/or frequently late
1 ______ Lax attendance and/or frequently late
2 ______ Usually present and on time
3 ______ Very prompt and regular in attendance
4 ______ Always prompt and regular; volunteers for overtime when asked

Appearance

0 ______ Untidy or inappropriately groomed
1 ______ Sometimes neglectful of appearance
2 ______ Satisfactory appearance
3 ______ Careful about personal appearance
4 ______ Exceptionally neat and appropriately groomed

TOTAL SCORE

Overall Estimate of Student's Work (Employer'sGrade)

______	Poor	(Below 20)
______	Below Average	(20-25)
______	Average	(26-30)
______	Above average	(31-35)
______	Outstanding	(36-40)

Progress toward completion of Work Site Competencies outlined in the Student's Training Plan and Progress Report: ____ Satisfactory
____ Unsatisfactory

Comments ____

______________________ Supervisor Signature ______ Date ______________________ Student Signature ______ Date

______________________ Coordinator Signature ______ Date ______________________ Coordinator's Grade

SAMPLE

CLINICAL WORK EXPERIENCE
FORMER STUDENT FOLLOW UP

Please complete this survey regarding your participation in the Clinical Work Experience Program at ____________. While you are not required to respond, your cooperation is needed to ensure that the results of this effort are comprehensive, reliable, and timely. The responses that you give will be kept strictly confidential.

1. What is your current educational status? (Check one)
   - ☐ Full-time student
   - ☐ Part-time student
   - ☐ Not currently attending school

2. What is your highest level of educational attainment? (Check one)
   - ☐ High School Diploma
   - ☐ Associates Degree
   - ☐ 2-Year Certificate
   - ☐ Certificate of Mastery
   - ☐ Baccalaureate Degree
   - ☐ Masters Degree
   - ☐ Ph.D.
   - ☐ Other ______________

3. What is your current employment status? (Check one.)

☐ Employed	Includes all employment, including full-time military service..
☐ Employed	Full-time military service.
☐ Unemployed	Not employed, but actively seeking employment.
☐ Not in the Labor Force	Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason.

NOTE: If you are currently employed, please answer the remaining questions. Otherwise skip to item #8.

4. Please provide the following information regarding your current job:

____
Name of Company or Firm (If self-employed, please write self.)

____
Company or Firm Mailing Address

____________________ ____________ ____________
City State Zip Code

____________________ ____________ ____________
Your Immediate Supervisor: Last Name First Name M.I.

The State Department of Vocational Education may contact my immediate supervisor regarding the vocational training I received.

____
Your Signature

____
Printed Name

____
Year in which you completed vocational program

FORMER STUDENT FOLLOW-UP SURVEY
Page 2

CURRENT JOB INFORMATION

Job Title ______________________________

Job Duties ______________________________

____

____

5. What is your current salary before deductions? (Do not add overtime)

$ __________ per __________

6. The salary in the preceding item is based on how many hours per week employment?

__________ hours per week

7. Is the job related to your field of vocational training?

☐ Yes, it is directly or closely related. (If yes, skip item #8)
☐ No, it is only remotely related or is not related at all. (If no, answer item #8.)

8. Have you ever been employed in a job directly or closely related to your field of vocational training since you completed or left your program?

☐ Yes
☐ No

Thank you very much for your cooperation.
Please return this form in the enclosed envelope.
No postage is required.

SAMPLE

CLINICAL WORK EXPERIENCE
RECORD OF COORDINATOR VISITS

Program Title ______________________________ Teacher ______________________________

*Date of Visit	Name of Student	Employer Site Visited	Teacher's Observations

Apprenticeship training stations shall be visited at least once every four weeks. (No less than every second visit should include an observation of the student engaged in on-the-job training experiences.)

SAMPLE

CLINICAL WORK EXPERIENCE
LIST OF STUDENTS IN THE PROGRAM

PROGRAM AREA/SCHOOL ______________________

Student's Name	Social Security Number	Date of Birth	Student Job Title	Work Site	Site Supervisor	Phone Number	Dates of Employment
1.							
2.							
3.							
4.							
5.							
6.							
7							
.8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

C. COOPERATIVE EDUCATION

Overview

Cooperative education (COOP) is a structured program whereby students in the 11th and 12th grade receive school-site occupational instruction and related paid work site experience for application of that instruction. Cooperative education offers students a chance to extend the classroom into a workplace setting, combining classroom activities with actual work experience. The purpose is to provide students the opportunity to connect what they learn in school with work site application to enable a smooth transition into the work force or postsecondary education upon high school graduation.

There are several essential components of Secondary Cooperative Education Programs that must be in place to qualify as a *state recognized program* by the Nebraska Department of Education.

- A qualified teacher-coordinator
- Related classroom instruction
- Selected training stations
- Training agreements
- Student evaluation
- Selected student-learners
- Supervised on-the-job training
- Coordination of school-based and work-based learning
- Training plans
- An advisory committee

Evaluation. Work site evaluation of the student-learner's performance will be conducted by the employer and discussed with the student by the employer and school coordinator to assess progress towards attainment of established competencies. School personnel will conduct regular on-site visits to monitor the student-learners progress.

Legal Issues. All state and federal child labor laws must be followed for learners under the age of 18. These requirements are defined in this manual, *Part IX - Nebraska Work Based Learning Legal Issues Guide.*

Insurance. The following insurance considerations should be understood by parents, school administrators and employers:

- *Health/Life Insurance* - provided by student's family; however, employers are responsible for offering coverage for students in paid work site learning experiences if similarly classified employees are eligible for these benefits.
- *Automobile Accident Insurance* - provided by the student/parent (for travel to and from work site) unless transportation is provided by the district.
- *Accident/Liability Insurance* - Insurance for personal injury or property damage should be carried by the employer, school district, and family. Additional liability (malpractice) insurance may be advisable in the health care field.
- *Worker's Compensation* - Students participating in paid work site experiences are covered by worker's compensation and may be covered by the school district's policy or the employer. Students participating in non-paid work site experiences are not covered by worker's compensation, but if injured at the work site may be covered by the school district or businesses's liability insurance and/or their family insurance
- *Medical Treatment Waiver.* Parents sign a waiver for student's participation in a work site learning experience.

Sources of Funding. Possible sources of funding for cooperative education program activities include: local schools, the Nebraska Department of Education, Vocational-Technical Education, Tech Prep, School-to-Careers, Educational Service Units, local business and industry partner, etc.

Time Commitment. This experience lasts from one semester up to one school year. Students receive school credit for their in-class instruction and for their on-the-job training. Students are usually enrolled in school for half of each day and are employed the other half.

Training Agreement/Training Plan. Agreements that outline the responsibilities of all parties and describe the school site and work site competencies to be attained are signed by the student, parents, school coordinator, and employer .

Transportation. Students and parents should provide transportation. In some cases, the school or school district may make transportation arrangements for students to and from the work site.

Wages. Student-learners are paid in accordance with federal and state wage regulations.

COOP Program Components

Teacher Coordinator. Teacher-coordinators are educators who coordinate school-based and work-based learning experiences for students enrolled in Cooperative Vocational Education. It is highly recommended that the teacher/coordinator hold a School-to-Work/Diversified Occupations Teaching Endorsement. If any students in the program are employed in one of the Hazardous Occupations Orders Exceptions available to 16 and 17 year olds, the teacher/coordinator must hold this endorsement in order for the program to meet the Nebraska Department of Education **approved** status.

Selected Student-Learners. Student-learner is the name given to students enrolled in Cooperative Education. Before enrolling, students must apply and be selected by the teacher-coordinator to participate. Three important criteria for student selection include: (1) a desire to participate, (2) a tentative career objective, and (3) an ability to benefit from on-the-job training. Only students who meet these criteria should be selected to participate.

Related Classroom Instruction or Seminar. The related class/seminar should be taught by the teacher-coordinator, complement the student-learners' on-the-job learning experiences, and be developed to meet the specific needs of each student. The class may focus on a specific occupational area (marketing, industrial technology, business, ag, family and consumer sciences) or a combination class which is referred to as Diversified Occupations. It should be designed to improve personal and social skills, provide needed basic education, and develop relevant occupational skills and knowledge. Occupationally specific instruction is an important part of the related class; however, research has found that employers believe that the related class should have a broad focus and should include topics such as computational skills, communication skills, computer and other technological skills, good work attitudes, appropriate work behaviors, job seeking skills, and job coping skills.

Supervised On-The-Job Training. This training, provided by employers during their usual working hours, should involve the application of theory and specific skills common to the occupation. Indicators of quality on-the-job training include: (1) students are paid for their work, (2) the job content is meaningful, (3) adequate safety instruction is provided, (4) the job challenges the student's ability, (5) the work is related to the student's career/occupational choice, (6) the duration of the work experience is long enough for the student to perform a variety of meaningful tasks, (7) job activities foster responsibility, (8) the job provides an adequate amount of work to keep the student busy, and (9) the instruction is sequentially planned. In addition, student-learners must be employed and paid in conformity with federal and state laws and regulations and in a manner that does not result in their exploitation.

Selected Training Stations. Businesses that provide training experiences for student-learners are called training stations and should be selected after the teacher-coordinator has visited the site and determined it would be a meaningful and safe learning environment. Employers should be given the opportunity to interview and hire the student-learners of their choice; however, student-learners cannot be hired if it causes the displacement of a regular workers. A specific training sponsor should be designated who will be directly responsible for supervising the student-learner while they are on-the-job.

Training Agreements. Training agreements should include student's name, address, telephone number, date of birth, age and social security number; date employment begins; program completion date; starting rate of pay; student-learner's job title, employer's name, address, telephone number; name of student-learner's supervisor; conditions for employment; an equal opportunity statement; and signatures of the student, parent, teacher/coordinator, and employer.

Training Plans. The alteration of study and work through Cooperative Education must be well planned to ensure that student-learners acquire the skills needed for employment. The teacher-coordinator, student-learner, and training sponsor should develop a list which spells out the attitudes, skills, and knowledge which are needed by the student-learner to successfully obtain his/her occupational objective. Once these competencies have been identified, the coordinator and the training sponsor should decide if they are to be learned in the related class, on-the-job, or both. This detailed outline of sequentially planned tasks becomes the training plan. Documentation of safety instruction is a critical part of the training plan. The student-learner should be informed of the level of competency that he/she will be required to demonstration.

Coordination. Close supervision of student's school site learning and work site training must be coordinated if both are to contribute effectively to the their education and employability. Teacher-coordinators are responsible for the health, safety, welfare and educational progress of their students; consequently, a work schedule that permits adequate time for supervision of student-learners on the job is essential. Coordinators must maintain written schedules of regular visits to training stations. The following documents should be kept on file for a minimum of **five years**: training agreements, training plans, student earnings reports, student evaluations, visitation reports, age certificates, and documentation of safety instruction (lesson plans, student tests, etc.)

Evaluation. The awarding of credit for related class progress and on-the-job performance is recommended for cooperative education student-learners. Secondary students must receive a separate grade for the related class and for their on-the-job training. The training sponsor should assist the coordinator when evaluating a student-learner's progress toward the competency attainment described in the training plan, but the ultimate responsibility remains with the teacher-coordinator.

Advisory Committee. An advisory committee comprised of representatives from business, industry, and the community can assist a teacher-coordinator by: identifying possible program goals and objectives, reviewing the instructional program, determining expected program outcomes, assisting with student placements, furnishing equipment and supplies, gaining support and assistance for public relations efforts, promoting the program, identifying community problems and training needs, updating the teacher-coordinator, and providing community feedback.

COOP Program Benefits

Students are given opportunities to:
- Discover their occupational interests and abilities.
- Learn about employment opportunities and responsibilities.
- Develop and refine occupational competencies to secure employment and advance in their chosen occupation.
- Acquire specialized occupational skills which could not be taught within the school environment.
- Develop skills in working with others.
- See the relevance of in-school learning.
- Earn while they learn.

Schools who offers these programs:
- Provide an enlarged learning facility via use of community resources.
- Provide an expanded curriculum.
- Better meet the career goals of students.
- Develop and maintain a better relationship with business, industry and the community.
- Become more responsive to the employment needs of their communities.
- Contribute to the economic development of the local community and surround area.

Employers are given a chance to:
- Train potential full-time employees in their own facilities.
- Provide input into in-school instruction.
- Employ part-time workers who are receptive to instruction, motivated, and interested.
- Receive training assistance.
- Provide a valuable public service.
- Contribute to business/industry/education partnerships.

And the ***community*** gains:
- Young people capable of becoming productive citizens.
- Employees trained for the local labor market.
- Better school-community relations.
- A catalyst for developing a unified community training program.

Setting up a Cooperative Education Experience

1. Locating, Approaching, and Selecting Prospective Work Sites

The first step in setting up a cooperative work experience is finding individuals and organizations who are willing to take on the responsibility of working with a student. Many districts mail interest forms to different organizations within the community to establish a pool of possible work sites. Students may also identify possible sites on their own. The cooperative work experience program depends on the maintenance of a pool of prospective work sites that match up with student educational and career objectives. Successful work sites are a valuable resource that can be utilized over and over again.

LOCATING SUITABLE TRAINING STATIONS

- From community surveys, student surveys
- Through the advisory council.
- Through administrators and counseling offices.
- Through trade associations, Chambers of Commerce, unions, service clubs, etc.
- By observation while walking or driving through the area served by the school/college.
- Businesses that cooperated as training stations in previous years.
- Businesses that presently employ students.

APPROACHING POSSIBLE TRAINING SITES

a. The pre-approach:

- Personal contact with individual employers is absolutely necessary.
- A file should be maintained for each business on which you will have any occasion to call.
- The information you should have before making the call, in addition to that you received from your survey of the community, should include: Who does the hiring; with permission from whom? Whom you will be interviewing? What special interests the person has? If a chain, name of parent organization; names of officers in top management; chain's connection with cooperative education. If they have employed cooperative education students in the past. How long company has been in existence in the community. Unusual practices; "firsts" to its credit.

b. Preparing for the interview.

- Specific points the employer and training sponsor must know about the nature and scope of the program: The objectives of cooperative education. That the primary function of the training station is to training the student. That the monetary wage will be the same as any employee of the same level of employment and that this amount may be increased in proportion to their productivity. That the student is enrolled in classes/seminars that are directly related to his/her work. That this is best done by way of a progressive training plan worked out by the sponsor and the teacher-coordinator. That periodic ratings based on the training plan and the development of the student-learner discussed between the teacher-coordinator and the training sponsor and any problems existing should be brought to the attention of the teacher-coordinator at the earliest time. That candidates for part-time employment have had vocational counseling at the school during which they have determined tentative career objectives.

SELECTION CRITERIA

- The needs of the student-learner should be a major factor in selecting training stations.
- The training station should be located conveniently for transportation purposes.
- The industry or business should enjoy a reputation for integrity and progressiveness.
- The manager should understand cooperative education and the part his/her industry or business should play in student training.
- Management should agree to continue a student's on-the-job placement throughout the year unless the manager and the teacher-coordinator agree that termination is desirable.
- Management should be willing to allow time for the instruction of student-learners and conferences between the training sponsor and the student-learner for whose training he/she is responsible.

Setting up a Cooperative Education Experience

2. **Placing Students**	Student placement in cooperative work experiences can be arranged by either the school or the student. Connecting students with work sites that will meet their needs and provide relevant experiences is the most important aspect of planning the COOP experience. Employers will want to interview prospective co-op students to ensure a good match. Programs may allow students who are already employed at a job relevant to their studies to earn COOP credit for their job experience, provided that the COOP coordinator formally approves the site.
3. **Arranging Schedules**	The COOP supervisor and student should arrange a work schedule that is convenient for both of them. It is best if the schedule is consistent from week to week so that the work site can prepare meaningful work experiences for the student and reinforce positive work habits.
4. **Confirming Plans**	Students should contact the work site supervisor to confirm arrangements and answer any questions he may have about the program..
5. **Preparing Work Site Supervisors**	Work site supervisors must be thoroughly prepared for the cooperative work experience. Make sure that they are aware of everything that they are expected to do. Many districts prepare a handbook for work site supervisors which contains a combination of the following: • **An overview of legal responsibilities.** There are may legal issues that work site supervisors need to be aware of, such as safety concerns and child labor, discrimination and sexual harassment laws. Make sure that work site supervisors understand their legal responsibilities and potential liabilities in advance. . • **Instructions for working with young people.** Many professionals are unaccustomed to the unique challenges of communicating and working with young people. Remind work site supervisors that they many be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage hosts to provide as many active learning experiences as possible. • **Activity suggestions.** Remind work site supervisors that the purpose of COOP is to provide students with an environment where learning can take place. Encourage supervisors to allow students to participate in as many learning activities as possible, especially those activities which offer an opportunity to develop workplace skills. • **Checklist.** Employers will probably find a checklist very useful. Checklist items might include: arranging meeting times, planning with the program coordinator to insure that academic requirements are met, signing COOP agreements, arranging student work space as appropriate, and informing students about company policies and procedures. • **Evaluation materials.** Employer response to the COOP program is essential for maintaining a successful operation. Provide employers with forms on which they can evaluate student participation, as well as the program itself.

Setting up a Cooperative Education Experience

6. Preparing Students	Students need to be thoroughly prepared before embarking on a cooperative work experience. In addition to classroom preparation that focuses on career research and exploration and skills that will be applied at the work site, thee are practical concerns to be addressed as well. Many districts provide students with a COOP handbook which contains a combination of the following: •**Cooperative work experience agreements.** These agreements outline the responsibilities of both the work site supervisor and the student, as well as the purpose of and academic expectations for the COOP experience. The forms should be signed by the student and the work site supervisor, as well as the program coordinator. Parent/guardian signature may be necessary for minor students. •**Outline of dress and behavior expectations**. While classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of dress code at each work site and discuss appropriate attire with students. Students should also be informed about sexual harassment issues. •**Goals/Objectives worksheet.** Students, work site supervisors and program coordinators need to work together to develop a list of goals and objectives for the COOP experience. The list should include skills the student needs to acquire and/or practice and concepts the student needs to understand and apply. Goals and objectives should relate directly to classroom work and career development activities which the cooperative work experience supports. •**Checklist.** Give students a checklist which includes everything they need to do to prepare for the cooperative work experience. Preparing resumes, developing objectives, contacting employers, arranging schedules and transportation (if necessary) and doing background research are all possible checklist items. •**Evaluation materials.** Students will be evaluated by their work site supervisors throughout the COOP experience. Provide students with copies of the evaluation forms so that they can be informed about the basis of their evaluations. Ask student to evaluate their cooperative work experiences, as well. Students should be encouraged to write or talk about their experiences as a means of better understanding what they have learned. Student evaluations of the program can also be helpful as an element of ongoing program improvement.

Connecting the Classroom and the Work Site

It is important to make the COOP experience meaningful by connecting it to classroom learning. Connecting activities can take many forms, and should take place at all stages of the COOP experience.

Pre-Experience Activities	♦ Students research the general career fields and specific organizations in which they will be working ♦ Students write about their preconceptions and expectations related to the organization in which their experiences will take place ♦ Students prepare questions to ask their supervisors and colleagues based on their research and writing ♦ Students and teachers discuss professional standards for behavior and dress ♦ Teachers emphasize practical applications of the concepts and skills they teach in class
On-Site Activities	♦ Students learn actual job skills by participating in work-related activities ♦ Students observe and participate in practical applications of academic concepts ♦ Students work toward achieving individual goals and objectives
Seminar	Seminars provide students with opportunities to better understand their COOP experiences and enhance their learning. Seminar schedules can vary from three meetings per term to as often as once a week. Curriculum can include: ♦ Job search skills and techniques, such as resume writing and interviewing skills ♦ How to develop goals and objectives ♦ Reflective assignments, such as weekly logs and journals ♦ Education on workplace issues such as sexual harassment, workplace basics, managing conflict, responding to criticism, labor laws, discrimination, and professionalism ♦ Workplace skills and techniques related to student placements ♦ Guest speakers ♦ Round-table discussions ♦ Collaborative learning activities ♦ Values clarification ♦ Term projects in which students extend beyond the COOP experience through in-depth investigation ♦ Career exploration activities, including informational interviewing and research on continuing educational opportunities
Post-Experience Activities	♦ Students write about the differences between their expectations and the realities of the workplace ♦ Students and teachers discuss the connections they see between classroom learning and the workplace ♦ Students continue their career research in light of what they have learned during the COOP experience

DIVERSIFIED OCCUPATIONS INTERNSHIP

Description. In 1993, Bryan High School initiated its career cluster program. The recent result of the "cluster" program is a new course entitled "Diversified Occupations Internship." The course allows qualified students to spend an average of ten hours a week in supervised, on-the-job learning in jobs connected to the students chosen cluster. Special seminars at school and/or on the job site supplement worksite learning!

This new opportunity for Bryan students is a significant, new component in the "work-based learning continuum" developed by Bryan staff in 1995.

Program Areas. Cooperative Education
Grade Level. 11 - 12th Grades
Contact. Tom O'Hara, Bryan High School, 4700 Giles Road, Omaha, NE 68157, (402) 557-3100.

Sample Forms for Cooperative Education

The forms on the following pages provide the structure requird to make these opportunities a valuable experience for both the student and the employer.

TITLE	DESCRIPTION	PAGE #
Evaluation of Prospective Training Station	The form is to be used by the COOP coordinator to evaluate prospective work sites as training stations.	56
STW Training Agreement	Agreement signed by the student, parents, school coordinator, and employer that spells out the responsibilities of all parties.	57
Student Learner Exemption Agreement	This agreement should be completed if the student learner is working in one of the seven exempt hazardous occupations.	58
Insurance and Emergency Information	Insurance, medical, and family information for student.	59
COOP Training Agreement	Clarifies the agreed upon responsibilities of the student, parent, school, and employer in carrying out the COOP experience.	60
COOP Training Plan and Progress Report	This form outlines the expectations of all parties involved and delineates competencies to be attained.	61-65
Parent Information Letter	Sent by WBL coordinator informing parents of child's participation.	66
Student Time Sheet	Record of time spent at the work site to be completed by the student each week.	67
Student Evaluation	This evaluation should be completed by the student's employer on a quarterly basis and discussed with the student by the employer and school coordinator to assess progress towards attainment of established competencies.	68
Former Student Follow up Survey	This form should be sent to students who participated in the program to determine the program's impact on employment and education.	69-70
Record of Coordinator Visits	This form is used to keep track of coordinator visits to student employment sites.	71
List of Students in the Program	Record of the name, social security number, and work site information for ll students in the program.	72
Nebraska COOP/DO Program Standards	Nebraska COOP/DO standards which must be meet by schools seeking approval of their programs.	73-75

Sample

EVALUATION OF PROSPECTIVE TRAINING STATION

Name of Firm____________________ Date Visited__________
Address____________________ Owner's Name__________
Contact Person__________ Title__________ Dept.______
Phone ______ Type of Business____________ No. of Workers _____
Possible Beginning Jobs for Work Stations:
Job Title ____________________ No. of Workers at this level_____
Job Title ____________________ No. of Workers at this level_____

RATING FACTORS	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Reason
1. Management interest in training program					
2. Supervisors' interest in student-learners					
3. Suitable occupations for training					
4. Student-learners accepted as part of regular work force					
5. Opportunity for variety of work experience					
6. Employment opportunity after graduation					
7. Opportunity for advancement					
8. Student-learner would not displace regular worker.					
9. Student-learner pay scale commensurate with others in same job					
10. Proximity to educational institution					
11. Lack of hazards (morals, hours, dangers)					
12. Equal opportunity employer					
13. Facilities handicap accessible					
14. Adequate, modern facilities and equipment					

Overall Evaluation (Check One)	Excellent	Good	Fair	Poor	Total Points
	☐	☐	☐	☐	

Possible Job Supervisors: Name ____________ Title ______ Dept. ______
Name ____________ Title ______ Dept. ______

Comments:

Teacher-Coordinator Signature____________________

SAMPLE

SCHOOL-TO-WORK
TRAINING AGREEMENT

Student Name: ____________________ Telephone: ____________________
Street: ____________________ Date of Birth: __________ Social Security #: ____________________
City: ____________________ ___State: __________ Zip: __________
Parent's Name: ____________________ Address __________ ___State: __________ Zip: __________

Employer Name: ____________________ Telephone: ____________________
Employer Address: ____________________

Days per Week: __________ Hours per Day: __________ Hours __________ A.M. and __________ P.M.
School Name: ____________________ School Location: ____________________
Career Cluster: ____________________ Training/Occupation Title: ____________________

Work-Based Learning Activity: (Check all that apply)

☐ Youth Apprenticeship
☐ Preapprenticeship
☐ Registered Apprenticeship
☐ Clinical Work Experience
☐ Cooperative Education
☐ Field Trip
☐ Internship/Practicum
☐ Job Shadowing
☐ Mentorship
☐ Part Time Work
☐ Service Learning Projects
☐ WECEP
☐ Other ____________________
☐ Other ____________________
☐ Other ____________________

EMPLOYER'S RESPONSIBILITIES IN SCHOOL-TO-WORK. The employer agrees to place the trainee in the activity specified above for the purpose of providing occupational experience of instructional value. The activity will be under the supervision of a qualified supervisor and will be performed under safe and hazard free conditions. The trainee will receive the same consideration given employees with regard to safety, health, social security, general work conditions and other policies and procedures of the firm. The employer will adhere to all State and Federal Regulations regarding employment, child labor laws and minimum wages, and will not discriminate in employment policies, educational programs or activities for reasons of race, sex, color, religion, national origin, marital status, age or handicap. The student will not displace a regular worker.

STW COORDINATOR'S RESPONSIBILITIES IN SCHOOL-TO-WORK. The teacher/coordinator agrees to visit each trainee at the training station and will continue a close working relationship with the person to whom the trainee is responsible while on the job. The teacher/coordinator shall attempt to resolve any complaints through the cooperative efforts of all parties concerned. The teacher/coordinator will meet with each trainee's parent and/or guardian prior to placement and during the school year. The local education office will keep each trainee's Training Agreement on file for three (3) years.

PARENT'S/GUARDIAN RESPONSIBILITIES IN SCHOOL-TO-WORK. Parent and/or guardian agree for the student to participate in School-to-Work as provided by the public schools.

STUDENT'S RESPONSIBILITIES IN SCHOOL-TO-WORK: The trainee agrees to follow rules and guidelines established by the school, employer and coordinator with regard to hours of work, school attendance and reporting procedures.

HAZARDOUS OCCUPATIONS EXCEPTION. Will the student be involved in a hazardous occupation as defined under the Federal Child Labor guidelines? ______YES ______NO (If yes, complete the **Student Learner Exemption Agreement**.)

Parents agree to arrange transportation for their child to and from the work site. By signing this form they are giving permission for their child to receive emergency medical treatment in case of injury or illness. They also understand that school personnel will not be present when the student is at the site and will not be responsible for their child. All signatories agree to comply with the responsibilities specified in the training agreement.

____________________ Date __________
Student

____________________ Date __________
STW Coordinator

____________________ Date __________
Parent or Guardian

____________________ Date __________
Employer

____
Employer's Insurance Carrier

____
Carrier's Contact Person

SAMPLE

SCHOOL-TO-WORK
Federal Child Labor Law Hazardous Occupation
STUDENT LEARNER EXEMPTION AGREEMENT

STUDENT/WORK SITE DATA

Student's Name ______________________ SS # __________ Age __________

Address ______________________ City __________ State __________ Zip __________

Home Phone ______________________ Date of Birth __________ Grade Level __________

STW Coordinator ______________________ Phone # __________

School ______________________

Parent Guardian ______________________ Phone # __________

Apprenticeship Site ______________ **Phone #** __________ **Address** ______________

Date Assignment Starts ______________ **Planned Ending Date** ______________

Travel Arrangements ______________________

16 and 17 Year Old Student Learners

With the *Student Learner Exemption Agreement* students can be employed in specific occupations declared hazardous by the Federal Child Labor Law. This agreement may only be executed in approved STC programs that provide specific skills training and result in placement of students in employment specifically related to that training. This agreement only applies to 16- and 17-year old student learners and specific occupations.

CHECK THE HAZARDOUS OCCUPATION(S) FOR WHICH THE EXEMPTION APPLIES:

____ On a scaffolding, roof, superstructure, residential building construction, or ladder above 6 feet.
____ In the operation of power-driven woodworking machines.
____ In the operation of power-driven metal forming, punching, or shearing machines.
____ Slaughtering, meat packing, processing, or rendering, except as provided in 29 C.F.R. part 570.61 (c).
____ In the operation of power-driven paper products and printing machines.
____ Excavation operations.
____ Working on electric apparatus or wiring.
____ Operating or assisting to operate, including starting, stopping, connecting or disconnecting, feeding, or any activity involving physical contact associated with operating tractors over 20 PTO horsepower, any trencher or earthmoving equipment, fork lift, or any harvesting, planting, or plowing machinery, or any moving machinery.

In accordance with Section 450.061 (2), the undersigned attest to the following:

(1) The student learner is enrolled in a youth vocational training program under a recognized state or local educational authority.
(2) The work of the student learner in the occupation declared particularly hazardous is incidental to the training received.
(3) The work performed shall be intermittent and for short periods of time and under the direct and close supervision of a qualified and experienced person.
(4) That safety instructions shall be given by the school and correlated by the employer with on-the- job training.
(5) That the student has a schedule of organized and progressive work processes to perform on the job.

Student's Name (type or print)	Student's Signature
Parent's/Guardian's Name (type or print)	Parent's/Guardian's Signature
Employer's Name (type or print)	Employer's Signature
Coordinator's Name (type or print)	Coordinator's Signature
Principal's Name (type or print)	Principal's Signature
Optional: Superintendent's Name (type or print)	Optional: Superintendent's Signature

A copy of this agreement shall be maintained by the employer and the school.

SAMPLE

SCHOOL-TO-WORK
INSURANCE AND EMERGENCY INFORMATION

PERSONAL DATA

Student's Name__________________________ Birth Date__________________
Student's Home Address__________________ City__________ State_Zip______________
Student's Social Security Number__________________ Home Phone__________________
School Name______________ Address__________________ Phone______________

INSURANCE COVERAGE

Insurance Coverage	**Yes/No**	**Family**	**School**	**Employer**
Liability and/or Bonding	______	__________	__________	__________
Workers' Compensation	______	__________	__________	__________
Health/Accident	______	__________	__________	__________

Name of H/A Ins. Co.__________________________ Insured______________ Policy #______________

NOTE: Please identify who is providing coverage by placing an (X) in the appropriate box.

STUDENT MEDICAL INFORMATION

List medical information about the student that would be helpful in case of an emergency.
Allergic to medications? ______ YES ______ NO
If yes, what medications? ____
List any allergies or other medical problems of the student. ______________________
____

FAMILY INFORMATION

Parent/Guardian Name__________________________ Work Phone__________________
Work Name/Address____

Parent/Guardian Name__________________________ Work Phone__________________
Work Name/Address____

Parent/Guardian Home Address__________________ Home Phone__________________
Emergency Contact__________________________ Phone__________________

SIGNATURES

I consent for my child to receive emergency medical treatment in case of injury or illness. The information provided is accurate to the best of my knowledge.

Parent/Guardian's Signature__________________________ Date__________________

Student's Signature__________________________ Date__________________

Note: This form should be kept on file at school. If student is participating in a STW activity, a copy should also be on file at the work site.

SAMPLE

COOPERATIVE EDUCATION (COOP)
TRAINING AGREEMENT

(THIS FORM MAY NOT BE NECESSARY IF THE STW TRAINING AGREEMENT IS USED)

This agreement is part of Federal and State school-to-work transition guidelines to provide students the opportunity to make the transition from school to work and be prepared to compete for the emerging high skills technology careers for the twenty-first century. An agreement must be signed by the employer, educator, student and parent/guardian that outlines the training plan and expectations of all parties involved. The schools and employers participating in this agreement are equal opportunity organizations and do not discriminate on the basis of race, color, religion, national or ethnic origin, disability, sex or age.

Student's Name________________________ SS #__________ Age______________
Address________________________ City____________ State____________ Zip__________
Home Phone________________________ Date of Birth____________ Grade Level____________
STW Coordinator____ Phone #____________
School____
Parent Guardian____ Phone #____________

Coop Site________________________ **Phone #**__________ **Address**______________
Date Assignment Starts________________ **Planned Ending Date**______________________
Travel arrangements____

ALL PARTIES JOINTLY AGREE TO THE FOLLOWING

1. There will be monetary compensation for participation in the program.
2. Experience shall be at a business/industry site directly related to the occupational interest expressed by the student.
3. Student is responsible for contacting the employer to set up employment interview.
4. The parent or guardian shall be responsible to the school for the conduct of the student participating in the program.
5. Safety instruction will be provided by the employer.
6. Appropriate accident, liability, and workers' compensation insurance coverage will be provided.
7. This agreement may be terminated after consultation with the coordinator, for due cause, or for unforeseen business conditions.
8. The employer shall conform with all federal, state, and local labor laws.
9. The employer will provide regular evaluations of the student.
10. The student will remain in the Coop position for the agreed upon period.
11. The parent or guardian will provide transportation for the student to and from the employment site.
12. Students will be accepted in the program and placed in employment without regard to race, color, national origin, sex, handicap, or disadvantage.

SIGNATURES

I give permission for my son/daughter to be released from school to participate in the program described above and agree with the travel arrangements listed. I understand that school personnel may not have visited the site, may not have met the employer, and will not be present when student is working at the site.

Parent/Guardian____ Date________________

Student____ Date________________

Coordinator____ Date________________

Employer____ Date________________

Return this form with all signatures at least 5 days before your program begins.

SAMPLE Page 1 of 5

COOPERATIVE EDUCATION
TRAINING PLAN AND PROGRESS REPORT

The Coop Program is designed as an educational partnership between ______________________________ (School/Partnership), and ______________________________(Employer).

STUDENT/WORK SITE DATA

Student's Name______________________________SS #__________Age______________

Address______________________________City______________State______________Zip__________

Home Phone______________________________Date of Birth______________Grade Level______________

STW Coordinator______________________________Phone #______________

School/Address______________________________

Parent Guardian______________________________Phone #______________

Student Career Objective______________________________

COOP Site______________**Phone #**__________**Address**______________

Work Site Supervisor______________________________**Phone #**______________

Date Assignment Starts______________**Planned Ending Date**______________

Travel Arrangements______________________________

GENERAL REQUIREMENTS

STUDENT TRAINING PLAN: The student training plan will include competencies to be mastered, connection of school site and work site competencies, career development information, and training activities scheduled for the school year.

WAGES: Wages must be paid during the training program in accordance with state and federal labor laws.

SCHEDULE OF CLASSES: Students participating in the program may train at the work site up to four hours a day, 20 hours per week. Training schedules will generally follow the school schedule regarding school days and holidays.

EXPECTATIONS: Upon graduation from high school, the student successfully completing the program will receive a high school diploma and may receive a certificate of mastery upon successfully completing the expected competency levels. The student will be prepared to enter the work force, pursue an associate degree at a two-year college, or apply for admission to a four-year college or university.

OBJECTIVES

The objective of the program is to give students the opportunity to gain work experience through the school-to-career setting, which may lead to a certificate of mastery. This would be accomplished by placing the student-learners in part time employment approximately 5 to 20 hours per week. Credit towards completion of an associates degree may be concurrently earned by the student-learner.

RESPONSIBILITIES

THE STUDENT WILL:

- Be prompt and maintain regular attendance at school and the training site.
- Obey all rules and regulations at school and the training site.
- Maintain high academic and training standards.
- Call appropriate school and training personnel if late or absent for reasons beyond the student's control.
- Arrive at training site appropriately dressed.
- Communicate openly with school coordinator or training mentor concerning any problems, concerns, or conditions that are interfering with progress at school or the training site.

THE PARENT(S) OR GUARDIAN WILL:

- Grant permission and give support for school-to-careers participation.
- Inform instructor/coordinator of information vital to the performance and success of the student.
- Provide transportation to and from the training site.
- Attend any meetings or activities to promote or monitor the student's progress.
- Provide appropriate medical insurance coverage.

EMPLOYER TRAINING PARTNER WILL:

- Interview and select students for the program.
- Provide a comprehensive training plan developed in coordination with the school districts. The plan includes work site competencies and school site competencies (see attached lists).
- Appoint a training supervisor/mentor for the student.
- Provide appropriate training space and equipment.
- Ensure that appropriate accident, liability, and workers' compensation insurance coverage is provided.
- Assess student's progress on a regular basis.
- Notify the sending school if the student is absent without notification.
- Provide safety instruction for student training.
- Permit the school's representative(s) to visit the student and supervisor at training site.
- Not displace a regular employee.
- Maintain appropriate records.

THE SCHOOL WILL:

- Appoint a coordinator to assist students at school and the training site.
- Work with the employer training partner in developing a comprehensive training plan that includes work-based and school-based competencies.
- Monitor each student's progress at the training site periodically.
- Assist students in planning and integrating school curriculum and training with emphasis, where possible, on applied academics and related occupational courses.
- Adjust class schedules when necessary to accommodate students.
- Provide individual career guidance to assist the student in deciding the next career progression step after high school.
- Assess student performance.
- Award school credit for the education/training.
- Ensure that appropriate accident, liability, and workers' compensation insurance coverage is provided.
- Maintain appropriate records.

Sample Training Plan - Page 3 of 5

WORK SITE COMPETENCIES

4=Skilled **3=Moderately Skilled** **2=Limitedly Skilled** **1=Unsuccessful** **0=No Exposure**

	GRADING PERIODS					
WORK COMPETENCIES	**1**	**2**	**3**	**4**	**5**	**6**
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						

If additional space is needed, attach an extra sheet of paper.

Sample Training Plan - Page 4 of 5

SCHOOL SITE COMPETENCIES

4=Skilled 3=Moderately Skilled 2=Limitedly Skilled 1=Unsuccessful 0=No Exposure

	GRADING PERIODS					
SCHOOL COMPETENCIES	**1**	**2**	**3**	**4**	**5**	**6**
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						

If additional space is needed, attach an extra sheet of paper.

Sample Training Plan - Page 5 of 5

TERMINATION

This agreement may be terminated for any of the following reasons: nonperformance on the part of the student or employer, relocation of either the student or employer, or change in the student's career choice. The employer and student must be notified prior to termination by the student.

SIGNATURES

Student	Date	Parent/Guardian	Date
High School Principal	Date	Worksite Supervisor	Date
School Site Instructor	Date	School/District WBL Coordinator	Date

NOTE: **It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity**

SAMPLE

COOPERATIVE EDUCATION (COOP)
PARENT INFORMATION LETTER
(Sent on school letterhead)

Date

Parent's Name
Address
City/State/Zip

Dear __________:

Your son/daughter has registered to participate in the Cooperative Education Internship Program at ______________ High School. This is a structured work based learning program whereby students in the 11th and 12th grade receive school site occupational instruction and related paid work site experience for application of that instruction. Cooperative education offers students a chance to extend the classroom into a workplace setting, combining classroom activities with actual work experience. The purpose is to provide students the opportunity to connect what they learn in school with work site application to enable a smooth transition into the work force or postsecondary education upon high school graduation.

All students will interview for positions in local businesses. The final placement of students is based on the employer's decision. Students and parents will be asked to sign and abide by a contractual training agreement, which must be signed before the student begin the placement for high school credit.

Work site evaluation of the student-learner's performance will be conducted by the employer and discussed with the student by the employer and school coordinator to assess progress towards attainment of established competencies. School personnel will conduct regular on-site visits to monitor the student-learners progress.

I am looking forward to working with you and your son/daughter during this school year. If you have any questions, please feel free to contact me at school (phone #) or at home (phone #).

Sincerely,

Name
Cooperative Education Program
Teacher/Coordinator

SAMPLE

COOPERATIVE EDUCATION (COOP)
STUDENT TIME SHEET

Due Date____________________

Student Name ____

Training Station Manager/Employer ______________________________

Program Title ________________________ Teacher ____________________

Student: This time report must be signed by your training station manager/employer and turned in each Monday following the training week to the teacher of your related instruction class.

List things you did or learned this week:

1. ____
2. ____
3. ____

Number of training hours:

Beginning Monday ________	☐	☐	☐	☐	☐	☐	☐	☐*
Date	Mon	Tue	Wed	Th	Fri	Sat	Sun	Total Hours

__________________________________ __________________
Training Station Manager/Employer's Signature Date

Optional Comments: ____

____

____

____

***On-the-Job Training Hours**

14-15 year olds:	Maximum of 3 hours/school day; 8 hours/non-school day Maximum of 18 hours/school week; 40 hours/non-school week
16-17 year olds:	Recommended maximum of 4 hours/school day; 8 hours/non-school day Recommended maximum of 30 hours/school week; 40 hours/non-school week

Classroom attendance is in addition to on-the-job training attendance.

SAMPLE COOPERATIVE EDUCATION (COOP)
EMPLOYER EVALUATION OF STUDENT PERFORMANCE

For the Period ________________ 19 ____

Student Name ________________________________ Job Title ________________

Employer ________________________________ Name of Supervisor ________________

Instructions:

This report is to be completed by the student's immediate supervisor, discussed with the student, signed by both the supervisor and the student and returned to the school coordinator by mail or during a visit. In the space at the left, check the phrase that describes this student learner most accurately. Total the value for all the responses and record in the Total Scores section.

Productivity

0 ______ Fails to do an adequate job
1 ______ Does just enough to get by
2 ______ Maintains constant level of performance
3 ______ Very industrious; does more than is required
4 ______ Superior work production record

Ability to Follow Instructions

0 ______ Seems unable to follow instructions
1 ______ Needs repeated detailed instructions
2 ______ Follows most instructions with little difficulty
3 ______ Follows instructions with no difficulty
4 ______ Uses initiative in interpreting and following instructions

Initiative

0 ______ Always attempts to avoid work
1 ______ Sometimes attempts to avoid work
2 ______ Does assigned job willingly
3 ______ Does more than assigned job willingly
4 ______ Shows originality/resourcefulness in going beyond assigned job

Quality of Work

0 ______ Does almost no acceptable work
1 ______ Does less than required amount of satisfactory work
2 ______ Does normal amount of acceptable work
3 ______ Does more than required amount of neat, accurate work
4 ______ Shows special aptitude for doing neat, accurate work beyond required amount

Dependability

0 ______ Unreliable, even under careful supervision
1 ______ Sometimes fails in obligations, even under supervision
2 ______ Meets obligations under supervision
3 ______ Meets obligations under very little supervision
4 ______ Meets all obligations without supervision

Cooperation

0 ______ Uncooperative, antagonistic
1 ______ Cooperates reluctantly
2 ______ Cooperates willingly when asked
3 ______ Cooperates eagerly and cheerfully
4 ______ Always cooperates eagerly and cheerfully

Ability to Get Along with People

0 ______ Frequently rude and unfriendly - uncooperative
1 ______ Has some difficulty working with others
2 ______ Usually gets along well with people
3 ______ Is poised, courteous, and tactful with people
4 ______ Exceptionally well accepted by peers, customers and supervisors

Attendance

0 ______ Often absent without good excuse and/or frequently late
1 ______ Lax attendance and/or frequently late
2 ______ Usually present and on time
3 ______ Very prompt and regular in attendance
4 ______ Always prompt and regular; volunteers for overtime when asked

Appearance

0 ______ Untidy or inappropriately groomed
1 ______ Sometimes neglectful of appearance
2 ______ Satisfactory appearance
3 ______ Careful about personal appearance
4 ______ Exceptionally neat and appropriately groomed

TOTAL SCORE

Overall Estimate of Student's Work (Employer's Grade)

______	Poor	(Below 20)
______	Below Average	(20-25)
______	Average	(26-30)
______	Above average	(31-35)
______	Outstanding	(36-40)

Progress toward completion of Work Site Competencies outlined in the Student's Training Plan and Progress Report: ____ Satisfactory
____ Unsatisfactory

Comments ____

________________________ ______ ________________________ ______
Supervisor Signature Date Student Signature Date

________________________ ______ ________________________
Coordinator Signature Date Coordinator's Grade

SAMPLE

COOPERATIVE EDUCATION (COOP)
FORMER STUDENT FOLLOWUP

Please complete this survey regarding your participation in the Cooperative Education Program at ______________. While you are not required to respond, your cooperation is needed to ensure that the results of this effort are comprehensive, reliable, and timely. The responses that you give will be kept strictly confidential.

1. What is your current educational status? (Check one)
   - ☐ Full-time student
   - ☐ Part-time student
   - ☐ Not currently attending school

2. What is your highest level of educational attainment? (Check one)
   - ☐ High School Diploma
   - ☐ Associates Degree
   - ☐ 2-Year Certificate
   - ☐ Certificate of Mastery
   - ☐ Baccalaureate Degree
   - ☐ Masters Degree
   - ☐ Ph.D.
   - ☐ Other ______________

3. What is your current employment status? (Check one.)

☐ Employed	Includes all employment, including full-time military service..
☐ Employed	Full-time military service.
☐ Unemployed	Not employed, but actively seeking employment.
☐ Not in the Labor Force	Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason.

NOTE: If you are currently employed, please answer the remaining questions. Otherwise skip to item #8.

4. Please provide the following information regarding your current job:

Name of Company or Firm (If self-employed, please write self.)

Company or Firm Mailing Address

City State Zip Code

Your Immediate Supervisor: Last Name First Name M.I.

The State Department of Vocational Education may contact my immediate supervisor regarding the vocational training I received.

Your Signature

Printed Name

Year in which you completed vocational program

CURRENT JOB INFORMATION

Job Title ______________________________

Job Duties ______________________________

____

____

5. What is your current salary before deductions? (Do not add overtime)

$ ____________ per ____________

6. The salary in the preceding item is based on how many hours per week employment?

____________ hours per week

7. Is the job related to your field of vocational training?

☐ Yes, it is directly or closely related. (If yes, skip item #8)
☐ No, it is only remotely related or is not related at all. (If no, answer item #8.)

8. Have you ever been employed in a job directly or closely related to your field of vocational training since you completed or left your program?

☐ Yes
☐ No

Thank you very much for your cooperation.
Please return this form in the enclosed envelope.
No postage is required.

SAMPLE

COOPERATIVE EDUCATION (COOP)
RECORD OF COORDINATOR VISITS

Program Title ______________________________ Teacher ______________________________

*Date of Visit	Name of Student	Employer Site Visited	Teacher's Observations

Training stations should be visited at least once every four weeks. (No less than every second visit should include an observation of the student engaged in on-the-job training experiences.)

SAMPLE

COOPERATIVE EDUCATION (COOP)
LIST OF STUDENTS IN THE PROGRAM

PROGRAM AREA/SCHOOL

____

Student's Name	Social Security Number	Date of Birth	Student Job Title	Work Based Site	Site Supervisor	Phone Number	Dates of Employment
1.							
2.							
3.							
4.							
5.							
6.							
7							
.8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Nebraska Program Standards
for *Secondary*
COOPERATIVE EDUCATION - DIVERSIFIED OCCUPATIONS
A School-to-Work Work Based Learning Program

PART I - Qualified Instructional Personnel	Met +5	In Progress +3	Not Met -3	Not Applicable
1. The instructor(s) holds a valid Nebraska teaching credential authorizing the teaching of the assigned courses or meets requirements for approval by Nebraska Department of Education.	☐	☐	☐	☐
2. The instructor(s) participates in professional development activities to update content knowledge and pedagogy.	☐	☐	☐	☐
3 The instructor(s) communicates program goals and objectives for the school and community.	☐	☐	☐	☐
PART II - Curriculum				
1. The program meets applicable local and state standards.	☐	☐	☐	☐
2. The curriculum is evaluated and revised on an ongoing basis to incorporate best practice and the state curriculum framework.	☐	☐	☐	☐
3. Courses of study are planned and sequenced with clearly defined instructional objectives.	☐	☐	☐	☐
PART III - Community Partnerships				
1. Community partnerships are utilized.	☐	☐	☐	☐
PART IV - Instructional Strategies				
1. Appropriate instructional and assessment strategies are utilized to accommodate the needs of diverse student learners.	☐	☐	☐	☐
2. The program offers opportunities for students to participate in career exploration and a work-based learning experience.	☐	☐	☐	☐
3. The program addresses bias and stereotyping and applied equity strategies that support knowledge and skill development for all students.	☐	☐	☐	☐
4. The program engages students in specific activities designed to enhance basic skills and integrate knowledge across curriculum areas.	☐	☐	☐	☐
5. The program is articulated with academic courses and/or other occupational programs.	☐	☐	☐	☐

PART V - Assessment **(30 points)** Criteria to be determined.

BEST COPY AVAILABLE

PART VI - Minimum Program Offerings: Cooperative Education - Diversified Occupations

STANDARDS

A. Scope & Sequence. The program is of such scope and sequence to develop essential knowledge and skills.

Recommended:

MIDDLE/JUNIOR HIGH SCHOOL (Grades 5 - 9)

The equivalent of one quarter of Workplace Readiness and one quarter of a Career Exploration

Required:

HIGH SCHOOL (Grades 9 - 12)

The core Cooperative Education/Diversified Occupations program will offer the following courses:

1. **School-Based Learning (SBL) .** A regularly scheduled related class devoted to the employability skills and safety instruction required for the occupational area of students' employment. This class shall be taught by a qualified teacher/coordinator and will meet concurrently with the student's WBL experience.
2. **Work-Based Learning (WBL)**. A supervised on-the-job learning experience where the student is employed and paid in conformity with Federal and State laws.

B. Curriculum/Instructional Strategies

Required:

1. **Student Evaluation**. Each cooperative education student shall receive two grades: one for the **SBL related class** and one for the **WBL work site learning experience.**
2. **Training Stations**. Selected to insure a meaningful and accountable learning experiences for student and to communicate essential program components to employers.
3. **Assessment.** Training agreements, training plans, earnings reports, evaluations, and coordination visitation records completed and maintained for five years.
4. **Coordination Time**. A minimum of one class period daily, or the equivalent, for supervision of students at their training station. Reimbursed for travel expenses incurred while supervising students and/or setting up training stations.

Recommended:

5. **WBL Action Plan.** A district- or school-wide work-based learning plan for all students is in place that is reviewed annually and that provides K-12 work-based learning options leading to a culminating work-site learning experience, and advisory committee utilization.
6. **Extended Employment**. Additional contract days throughout the school year and/or throughout the summer to set up training stations, write training plans, and complete student assessments.
7. **Professional Development.** Teacher/coordinator involvement in activities that update their skills as well as provide a career focus.
8. **Student Organizations.** Student involvement in leadership/teamwork/community service activities.

DOCUMENTATION

A. Check all courses offered at some time during the current year. Circle any courses required of all students.

MIDDLE/JR HIGH SCHOOL	# Weeks	Grade Level
☐ Workplace Readiness	_____	_____
☐ Career Exploration	_____	_____
Other_______________	_____	_____

HIGH SCHOOL (Grades 9 - 12)

A.	Met	In Progress	Not Met	N/A
	+5	+3	-3	
1.	☐	☐	☐	☐
2.	☐	☐	☐	☐

B.	Met	In Progress	Not Met	N/A
	+5	+3	-3	
1.	☐	☐	☐	☐
2.	☐	☐	☐	☐
3.	☐	☐	☐	☐
4.	☐	☐	☐	☐
5.	☐	☐	☐	☐
6.	☐	☐	☐	☐
7.	☐	☐	☐	☐
8.	☐	☐	☐	☐

BEST COPY AVAILABLE

PART VI - Minimum Program Offerings: Cooperative Education - Diversified Occupations (cont.)

STANDARDS

DOCUMENTATION

C. Facilities Required

1. Facilities are equipped to meet the instructional needs of all students enrolled in the program and provide easy access to a telephone for the teacher/coordinator.

C.	Met +5	In Progress +3	Not Met -3	N/A
1.	☐	☐	☐	☐

D. Teacher/Coordinator Certification Required

Teacher/coordinator holds one of the following endorsements:

1. **Field endorsement** for Agriculture Education, Business Education, Family & Consumer Science, Industrial Technology, Marketing Education, or Trades & Industry. The teacher/coordinator must have taken a Coordination Techniques class.
2. **Supplemental endorsement** for Diversified Occupations/School-to-Work (12 vocational education hours including 3 hours each in coordination techniques, vocational special needs, and vocational education foundations + 1000 verified hours of work experience through paid, volunteer, or internship activities.)

D. Identify each instructor and circle their appropriate endorsement.

Met +5	In Progress +3	Not Met -3	N/A
☐	☐	☐	☐

Instructor's Name	Endorsement Type
______________________	1 or 2
______________________	1 or 2
______________________	1 or 2
______________________	1 or 2
______________________	1 or 2

PROGRAM STANDARDS RATING POINTS

PART I	Qualified Instructional Personnel	_______
PART II	Curriculum	_______
PART III	Community Partnerships	_______
PART IV	Instructional Strategies	_______
PART V	Assessment	_______
PART VI	Minimum Program Offerings	_______

TOTAL POINTS _______

RATING SCALE: 5 STAR Program	130-150 points
4 STAR Program	110-129 points
3 STAR Program	90-110 points

(NOTE: Assigning points and a rating scale was suggested by the task force. Please provide feed back regarding your reaction to the rating scale.)

PROGRAM MEETS MINIMUM STANDARDS AND IS RECOGNIZED BY THE NEBRASKA DEPARTMENT OF EDUCATION AS AN "APPROVED" PROGRAM.

☐ **YES** ☐ **NO**

COMMENTS:

SIGNATURES:

____
School District Representative Date

____
Nebraska Dept. of Ed. Program Director Date

BEST COPY AVAILABLE

D. INTERNSHIP/PRACTICUM

EXECUTIVE SUMMARY

Internships and practicums are similar activities in which students engage in learning through practical work site experience. Internships are usually undertaken by students who are at or near the end of a preparatory academic program. These structured work experiences involve the practical application of previously studied theory through a combination of course work and part-time work experience. Strong emphasis on coordination and integrating between work site and classroom learning. Credit hours/outcomes and levels of intensity vary, depending on the course of study. These experiences are targeted to the student's chosen career field and allow students to explore career options and to learn work terminology and business/industry protocol.

Evaluation. Work site evaluation of the student-learner's performance should be conducted by the employer and discussed with the student by the employer and school coordinator to assess progress towards attainment of established competencies. School personnel should conduct regular on-site visits to monitor the student-learners progress.

Legal Issues. All state and federal child labor laws must be followed for learners under the age of 18. These requirements are defined in this manual, *Part IX - Nebraska Work Based Learning Legal Issues Guide.*

Insurance. The following insurance considerations should be understood by parents, school administrators and employers:

- *Health/Life Insurance* - provided by student's family; however, employers are responsible for offering coverage for students in paid work site learning experiences if similarly classified employees are eligible for these benefits.
- *Automobile Accident Insurance* - provided by the student/parent (for travel to and from work site) unless transportation is provided by the district.
- *Accident/Liability Insurance* - Insurance for personal injury or property damage should be carried by the employer, school district, and family. Additional liability (malpractice) insurance may be advisable in the health care field.
- *Worker's Compensation* - Students participating in paid work site experiences are covered by worker's compensation and may be covered by the school district's policy or the employer. Students participating in non-paid work site experiences are not covered by worker's compensation, but if injured at the work site may be covered by the school district or businesses's liability insurance and/or their family insurance.
- *Medical Treatment Waiver*. Parents sign a waiver for student's participation in a work site learning experience.

Sources of Funding. Possible sources of funding for internship/practicum activities include: local schools, the Nebraska Department of Education, Vocational-Technical Education, Tech Prep, School-to-Careers, Educational Service Units, local business and industry partner, etc.

Time Commitment. The student generally works during the day as part of a course of study. Although internships are usually short term, their duration varies as well as the complexity of knowledge and skills the student is required to master at each placement. Internships are offered during the summer or school year and provide students the opportunity to obtain "hands on" learning in their area of career interest via a one-on-one student mentor relationship.

Training Agreement/Training Plan. Agreements that outline the responsibilities of all parties and describe the school site and work site competencies to be attained are signed by the student, parents, school coordinator, and employer.

Transportation. Students and parents should provide transportation. In some cases, the school or school district may make transportation arrangements for students to and from the work site.

Wages. Although internship and practicums may be paid or unpaid, they are generally unpaid. Class project credit may be given.

Setting Up Internship/Practicum Experiences

1. **Identifying Prospective Work Sites**	The first step in setting up an internship/practicum experience is finding individuals and organizations who are willing to take on the responsibility of working with a student. Many districts mail interest forms to different organizations within the community to establish a pool of possible work sites. Students may also identify possible internship/practicum sites on their own. The program depends on the maintenance of a pool of potential work sites that match up with student educational and career objectives. Successful work sites are a valuable resource that can be utilized over and over again.
2. **Placing Students**	Student placement in internship/practicum experiences can be arranged by either the school or the student. Connecting students with work sites that will meet their needs and provide relevant experiences is the most important aspect of planning the internship/practicum experience. Employers will want to interview prospective interns to ensure a good match. Programs may allow students who are already employed at a job relevant to their studies to earn internship/practicum credit for their job experience, provided that the coordinator formally approves of the site.
3. **Arranging Schedules**	The program supervisor and student should arrange a work schedule that is convenient for both of them. It is best if the schedule is consistent from week to week, so that the work site can prepare meaningful work experiences for the student, and reinforce positive work habits.
4. **Confirming Plans**	Students should contact the work site supervisor to confirm arrangements and answer any questions he may have about the program.
5. **Preparing Students**	Students need to be thoroughly prepared before embarking on an internship/practicum experience. In addition to classroom preparation that focuses on career research and exploration and skills that will be applied at the work site, there are practical concerns to be addressed as well. Many districts provide students with an internship/practicum handbook which contains a combination of the following: • **Internship/practicum agreements**. These agreements outline the responsibilities of both the work site supervisor and the student, as well as the purpose of and academic expectations for the internship/practicum experience. The forms should be signed by the student and the work site supervisor, as well as the program coordinator. • **Outline of dress and behavior expectations.** While classroom preparation for career exploration activities usually covers this information, it is important to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program, the school, and themselves. The coordinator should be aware of dress code at each work site and discuss appropriate attire with students. Students should also be informed about sexual harassment issues. • **Goals/objectives worksheet.** Students, worksite supervisors and program coordinators need to work together to develop a list of goals and objectives for the internship/practicum experience. The list should include skills the student needs to acquire and/or practice, concepts the student needs to understand and apply, and should relate directly to classroom work and career development activities that the experience supports. • **Checklist.** Give students a checklist that includes everything they need to do to prepare for the internship/practicum experience. Preparing resumes, developing objectives, contacting employers, arranging schedules and transportation (if necessary) and doing background research are all possible checklist items. • **Evaluation materials.** Students will be evaluated by their work site supervisors throughout the internship/practicum experience. Provide students with copies of the evaluation forms so that they can be informed about the basis of their evaluations. Ask students to evaluate their internship/practicum experiences, as well. Students should be encouraged to write or talk about their experiences.

Setting Up Internship/Practicum Experiences

6. **Preparing Work Site Supervisors**	Work site supervisors must be thoroughly prepared for the internship/practicum experience. Many districts prepare a handbook for work site supervisors which contains a combination of the following: • **An overview of legal responsibilities.** There are many legal issues that work site supervisors need to be aware of, such as safety concerns and child labor, discrimination and sexual harassment laws. Make sure that work site supervisors understand their legal responsibilities and potential liabilities in advance. For unpaid work experiences, all parties need to be aware of federal guidelines related to unpaid work experience. • **Instructions for working with young people.** Many professionals are unaccustomed to the unique challenges of communicating and working with young people. Remind work site supervisors that they may be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage hosts to provide as many active learning experiences as possible. • **Activity suggestions.** Remind work site supervisors that the purpose of the internship/practicum is to provide students with an environment where learning can take place. Encourage supervisors to allow students to participate in as many learning activities as possible that offer an opportunity to develop workplace skills. • **Checklist.** Employers will probably find a checklist very useful. Checklist items must include: arranging meetings, planning with program coordinator to insure that academic requirements are met, signing structured work experience agreements, arranging student work space as appropriate, and informing students about company policies and procedures. • **Evaluation materials**. Provide employers with forms on which they can evaluate student participation, as well as the program itself.

It is important to make the internship/practicum experience meaningful by connecting it to classroom learning. Connecting activities can take many forms, and should take place at all stages of the internship/practicum experience.

Connecting the Classroom to the Work Site

1. **Pre-Experience Activities**	• Students research the general career fields and specific organizations in which they will be working • Students write about their preconceptions and expectations related to the organization in which their experiences will take place • Students and teachers discuss professional standards for behavior and dress • Teachers emphasize practical applications of the concepts and skills they teach in class
2. **On-Site Activities**	• Students learn actual job skills by participating in work-related activities • Students observe practical applications of academic concepts • Students work toward achieving individual goals and objectives

Connecting the Classroom to the Work Site

3. Seminar/Class	Seminar provide students with opportunities to better understand their internship/practicum experiences and enhance their learning. Seminar/class schedules can vary from three meetings per term to as often as once a week. Curriculum can include: • Job search skills and techniques, such as resume writing and interviewing skills • How to develop goals and objectives • Reflective assignments, such as weekly logs and journals • Education on workplace issues: sexual harassment, workplace basics, managing conflict, responding to criticism, 1 labor laws, discrimination, professionalism • Workplace skills and techniques related to student placements • Guest speakers • Round-table discussions • Collaborative learning activities • Values clarification
4. Post-Experience Activities	• Students write about the difference between their expectations and the realities of the workplace • Students and teachers discuss the connections they see between classroom learning and the workplace • Students continue their career research in light of what they have learned during the internship/practicum experience

Nebraska Success Stories

BUILDING CONSTRUCTION PARTNERSHIP

The purpose of the Building Construction Partnership program held at the Omaha Public Schools Career Center is to generate interest in and to expose students to career opportunities in all aspects of the construction industry and to develop entry-level competencies in targeted skills areas.

The two-year program for juniors and seniors involves businesses, schools, parents, and students working together for the ultimate benefit of young adults, the building construction industry and the Omaha community. The courses include activities and experiences related to the basics in residential and commercial building construction, such as safety, applied math, drafting, and blue print reading, basic tools and equipment, site preparation and layout, concrete and masonry, footings and foundations, framing, electrical, plumbing, HVAC, drywalling, painting/decorating and finishing, and working as a team member.

Between the junior and senior years, students have the opportunity for summer work as a paid intern. There are 40 students enrolled for the 1998-99 school year.

Program Areas: Construction Trades
Grade Levels: 11 - 12th Grades
Contact: Connie Eichhorn, Omaha Public Schools, 3215 Cuming Street, Omaha, NE 68131-2024, 402-557-2222.

Sample Forms for Internship/Practicum Experiences

The forms on the following pages provide the structure required to make these opportunities a valuable experience for both the student and the employer.

TITLE	DESCRIPTION	PAGE #
Evaluation of Prospective Training Station	The form is to be used by the STW coordinator to evaluate prospective work sites as training stations.	82
STW Training Agreement	Agreement signed by the student, parents, school coordinator, and employer that spells out the responsibilities of all parties.	83
Insurance and Emergency Information	Insurance, medical, and family information for student.	84
Training Agreement	Clarifies the agreed upon responsibilities of the student, parent, school, and employer in carrying out the experience. This form would be used in place of the STW Training Agreement.	85
Training Plan and Progress Report	This form outlines the expectations of all parties involved and delineates competencies to be attained.	86-90
Business Participation Survey	Recruitment flier to be sent to businesses by WBL coordinator.	91
Student Assignment	Time and place of internship/practicum and reminder of student tasks.	92
Questions to Ask Business Host	Questions for students to ask their business host during the internship/practicum.	93-94
Advance Absence Notification	Notification to student's teachers and attendance office of absence.	95
Activities for Business Host	Suggested activities/materials to cover during the internship/practicum.	96
Business Host Evaluation	Business host evaluation of the program and student who interned.	97
Student Time Sheet	Record of time spent at the work site to be completed by the student each week.	98
Student Evaluation	This evaluation is to be completed by the student's employer on a quarterly basis and discussed with the student by the employer and school coordinator to assess progress towards attainment of established competencies.	99
Record of Coordinator Visits	This form is used to keep track of coordinator visits to student employment sites.	100
List of Program Participants	Record of the name, social security number, and work site information for all students in the program.	101

Sample

EVALUATION OF PROSPECTIVE TRAINING STATION

Name of Firm____Date Visited_______________

Address____________________________________Owner's Name_______________________

Contact Person____________________________Title_______________________Dept.__________

Phone _____________Type of Business___________________________________ No. of Workers _____

Possible Beginning Jobs for Work Stations:

Job Title ____ No. of Workers at this level_______

Job Title ____ No. of Workers at this level_______

RATING FACTORS	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Reason
1. Management interest in training program					
2. Supervisors' interest in student-learners					
3. Suitable occupations for training					
4. Student-learners accepted as part of regular work force					
5. Opportunity for variety of work experience					
6. Employment opportunity after graduation					
7. Opportunity for advancement					
8. Student-learner would not displace regular worker.					
9. Student-learner pay scale commensurate with others in same job					
10. Proximity to educational institution					
11. Lack of hazards (morals, hours, dangers)					
12. Equal opportunity employer					
13. Facilities handicap accessible					
14. Adequate, modern facilities and equipment					

Overall Evaluation (Check One)	**Excellent** ☐	**Good** ☐	**Fair** ☐	**Poor** ☐	**Total Points**

Possible Job Supervisors: Name __________________________ Title ______________ Dept. ________

Name __________________________ Title ______________ Dept. ________

Comments:

Coordinator Signature___________________________

SAMPLE

SCHOOL-TO-WORK
TRAINING AGREEMENT

Student Name: ____________________ Telephone: ____________________
Street: ____________________ Date of Birth: __________ Social Security #: ____________________
City: ____________________ State: __________ Zip: __________
Parent's Name: ____________________ Address ____________________ State: __________ Zip: __________

Employer Name: ____________________ Telephone: ____________________
Employer Address: ____

Days per Week: __________ Hours per Day: __________ Hours __________ A.M. and __________ P.M.
School Name: ____________________ School Location: ____________________
Career Cluster: ____________________ Training/Occupation Title: ____________________

Work-Based Learning Activity: (Check all that apply)

☐ Youth Apprenticeship
☐ Preapprenticeship
☐ Registered Apprenticeship
☐ Clinical Work Experience
☐ Cooperative Education
☐ Field Trip
☐ Internship/Practicum
☐ Job Shadowing
☐ Mentorship
☐ Part Time Work
☐ Service Learning Projects
☐ WECEP
☐ Other ____________________
☐ Other ____________________
☐ Other ____________________

EMPLOYER'S RESPONSIBILITIES IN SCHOOL-TO-WORK. The employer agrees to place the trainee in the activity specified above for the purpose of providing occupational experience of instructional value. The activity will be under the supervision of a qualified supervisor and will be performed under safe and hazard free conditions. The trainee will receive the same consideration given employees with regard to safety, health, social security, general work conditions and other policies and procedures of the firm. The employer will adhere to all State and Federal Regulations regarding employment, child labor laws and minimum wages, and will not discriminate in employment policies, educational programs or activities for reasons of race, sex, color, religion, national origin, marital status, age or handicap. The student will not displace a regular worker.

STW COORDINATOR'S RESPONSIBILITIES IN SCHOOL-TO-WORK. The teacher/coordinator agrees to visit each trainee at the training station and will continue a close working relationship with the person to whom the trainee is responsible while on the job. The teacher/coordinator shall attempt to resolve any complaints through the cooperative efforts of all parties concerned. The teacher/coordinator will meet with each trainee's parent and/or guardian prior to placement and during the school year. The local education office will keep each trainee's Training Agreement on file for three (3) years.

PARENT'S/GUARDIAN RESPONSIBILITIES IN SCHOOL-TO-WORK. Parent and/or guardian agree for the student to participate in School-to-Work as provided by the public schools.

STUDENT'S RESPONSIBILITIES IN SCHOOL-TO-WORK: The trainee agrees to follow rules and guidelines established by the school, employer and coordinator with regard to hours of work, school attendance and reporting procedures.

HAZARDOUS OCCUPATIONS EXCEPTION. Will the student be involved in a hazardous occupation as defined under the Federal Child Labor guidelines? ______YES ______NO (If yes, complete the **Student Learner Exemption Agreement**.)

Parents agree to arrange transportation for their child to and from the work site. By signing this form they are giving permission for their child to receive emergency medical treatment in case of injury or illness. They also understand that school personnel will not be present when the student is at the site and will not be responsible for their child. All signatories agree to comply with the responsibilities specified in the training agreement.

____________________ Date __________
Student

____________________ Date __________
STW Coordinator

____________________ Date __________
Parent or Guardian

____________________ Date __________
Employer

____
Employer's Insurance Carrier

____
Carrier's Contact Person

SAMPLE

SCHOOL-TO-WORK

INSURANCE AND EMERGENCY INFORMATION

PERSONAL DATA

Student's Name ____________________ Birth Date ____________

Student's Home Address ____________________ City ________ State ____ Zip ________

Student's Social Security Number ____________________ Home Phone ____________

School Name ____________ Address ____________________ Phone ____________

INSURANCE COVERAGE

Insurance Coverage	Yes/No	Family	School	Employer
Liability and/or Bonding				
Workers' Compensation				
Health/Accident				

Name of H/A Ins. Co. ____________________ Insured ____________ Policy # ________

NOTE: Please identify who is providing coverage by placing an (X) in the appropriate box.

STUDENT MEDICAL INFORMATION

List medical information about the student that would be helpful in case of an emergency.

Allergic to medications? ______ YES ______ NO

If yes, what medications? ____________________

List any allergies or other medical problems of the student. ____________________

FAMILY INFORMATION

Parent/Guardian Name ____________________ Work Phone ____________

Work Name/Address ____________________

Parent/Guardian Name ____________________ Work Phone ____________

Work Name/Address ____________________

Parent/Guardian Home Address ____________________ Home Phone ____________

Emergency Contact ____________________ Phone ____________

SIGNATURES

I consent for my child to receive emergency medical treatment in case of injury or illness. The information provided is accurate to the best of my knowledge.

Parent/Guardian's Signature ____________________ Date ____________

Student's Signature ____________________ Date ____________

Note: This form should be kept on file at school. If student is participating in a STW activity, a copy should also be on file at the work site.

SAMPLE

INTERNSHIP/PRACTICUM
TRAINING AGREEMENT

(THIS FORM MAY NOT BE NECESSARY IF THE STW TRAINING AGREEMENT IS USED)

This agreement is part of Federal and State school-to-work transition guidelines to provide students the opportunity to make the transition from school to work and be prepared to compete for the emerging high skills technology careers for the twenty-first century. An agreement must be signed by the employer, educator, student and parent/guardian that outlines the training plan and expectations of all parties involved. The schools and employers participating in this agreement are equal opportunity organizations and do not discriminate on the basis of race, color, religion, national or ethnic origin, disability, sex or age.

Student's Name ______________ SS # ______ Age ______
Address ______________ City ______ State ______ Zip ____
Home Phone ______________ Date of Birth ______ Grade Level ______
STW Coordinator ______________ Phone # ______
School ______________
Parent Guardian ______________ Phone # ______

Internship/Practicum Site ______________ **Phone #** ______ **Address** ______
Date Assignment Starts ______________ **Planned Ending Date** ______
Travel arrangements ______________

ALL PARTIES JOINTLY AGREE TO THE FOLLOWING

1. There may be monetary compensation for participation in the program.
2. Experience shall be at a business/industry site directly related to the occupational interest expressed by the student.
3. Student is responsible for contacting the employer to set up an interview.
4. The parent or guardian shall be responsible to the school for the conduct of the student participating in the program.
5. Safety instruction will be provided by the employer.
6. Appropriate accident, liability, and workers' compensation insurance coverage will be provided.
7. This agreement may be terminated after consultation with the coordinator, for due cause, or for unforeseen business conditions.
8. The employer shall conform with all federal, state, and local labor laws.
9. The employer will provide regular evaluations of the student.
10. The student will remain in the position for the agreed upon period.
11. The parent or guardian will provide transportation for the student to and from the work site.
12. Students will be accepted in the program and placed in employment without regard to race, color, national origin, sex, handicap, or disadvantage.

SIGNATURES

I give permission for my son/daughter to be released from school to participate in the program described above and agree with the travel arrangements listed. I understand that school personnel may not have visited the site, may not have met the employer, and will not be present when student is working at the site.

Parent/Guardian ______________ Date ______

Student ______________ Date ______

Coordinator ______________ Date ______

Employer ______________ Date ______

Return this form with all signatures at least 5 days before your program begins.

SAMPLE

INTERNSHIP/PRACTICUM EXPERIENCE
TRAINING PLAN AND PROGRESS REPORT

The internship/practicum experience is designed as an educational partnership between ____________________ (School/Partnership), and ____(Employer).

STUDENT/WORK SITE DATA

Student's Name______________________________SS #____________Age________________

Address____________________________City____________State____________________Zip____

Home Phone__________________________Date of Birth______________Grade Level__________

STW Coordinator____Phone #____________

School Address____

Parent Guardian____Phone #____________

Student Career Objective____

Work Site______________________**Phone #**__________**Address**__________________________

Work Site Supervisor____**Phone #**____________

Date Assignment Starts____________________**Planned Ending Date**_____________________

Travel arrangements____

GENERAL REQUIREMENTS

STUDENT TRAINING PLAN: The student training plan will include competencies to be mastered, connection of school site and work site competencies, career development information, and training activities scheduled.

WAGES: Wages may or may not be paid during the training program in accordance with state and federal child labor laws.

SCHEDULE OF CLASSES: Students participating in the program may train at the work site up to four hours a day, 20 hours per week. Training schedules will generally follow the school schedule regarding school days and holidays.

EXPECTATIONS: Upon graduation from high school, the student successfully completing the program will receive a high school diploma and may receive a certificate of mastery upon successfully completing the expected competency levels. The student will be prepared to enter the work force, pursue an associate degree at a two-year college, or apply for admission to a four-year college or university.

OBJECTIVES

The objective of the program is to give students the opportunity to gain work experience through the school-to-career setting, which hopefully will lead to an Occupational Skill Certificate of Mastery. This would be accomplished by placing the student-learners in part time employment approximately 5 to 20 hours per week. Credit towards completion of an associates degree may be concurrently earned by the student-learner.

RESPONSIBILITIES

THE STUDENT WILL:

- Be prompt and maintain regular attendance at school and the training site.
- Obey all rules and regulations at school and the training site.
- Maintain high academic and training standards.
- Call appropriate school and training personnel if late or absent for reasons beyond the student's control.
- Arrive at training site appropriately dressed.
- Communicate openly with school coordinator or training mentor concerning any problems, concerns, or conditions that are interfering with progress at school or the training site.

THE PARENT(S) OR GUARDIAN WILL:

- Grant permission and give support for school-to-careers participation.
- Inform instructor/coordinator of information vital to the performance and success of the student.
- Provide transportation to and from the training site.
- Attend any meetings or activities to promote or monitor the student's progress.
- Provide appropriate medical insurance coverage.

EMPLOYER TRAINING PARTNER WILL:

- Interview and select students for the program.
- Provide a comprehensive training plan developed in coordination with the school districts. The plan includes work site competencies and school site competencies (see attached lists).
- Appoint a training supervisor/mentor for the student.
- Provide appropriate training space and equipment.
- Ensure that appropriate accident, liability, and workers' compensation insurance coverage is provided .
- Assess student's progress on a regular basis.
- Notify the sending school if the student is absent without notification.
- Provide safety instruction for student training.
- Permit the school's representative(s) to visit the student and supervisor at training site.
- Not displace a regular employee.
- Maintain appropriate records.

THE SCHOOL WILL:

- Appoint a coordinator to assist students at school and the training site.
- Work with the employer training partner in developing a comprehensive training plan that includes work-based and school-based competencies.
- Monitor each student's progress at the training site periodically.
- Assist students in planning and integrating school curriculum and training with emphasis, where possible, on applied academics and related occupational courses.
- Adjust class schedules when necessary to accommodate students.
- Provide individual career guidance to assist the student in deciding the next career progression step after high school.
- Assess student performance.
- Award school credit for the education/training.
- Ensure that appropriate accident, liability, and workers' compensation insurance coverage is provided .
- Maintain appropriate records.

Sample Training Plan - Page 3

WORK SITE COMPETENCIES

4=Skilled	3=Moderately Skilled	2=Limitedly Skilled	1=Unsuccessful	0=No Exposure

	GRADING PERIODS					
WORK COMPETENCIES	1	2	3	4	5	6
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						

If additional space is needed, attach an extra sheet of paper.

(Parent/Guardian's Signature and Date)

(Student's Signature and Date)

(School Representative's Signature and Date)

(Employer's Signature and Date)

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

Sample Training Plan - Page 4

SCHOOL SITE COMPETENCIES

4=Skilled **3=Moderately Skilled** **2=Limitedly Skilled** **1=Unsuccessful** **0=No Exposure**

	GRADING PERIODS					
SCHOOL COMPETENCIES	1	2	3	4	5	6
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						

If additional space is needed, attach an extra sheet of paper.

Sample Training Plan - Page 5

TERMINATION

This agreement may be terminated for any of the following reasons: nonperformance on the part of the student or employer, relocation of either the student or employer, or change in the student's career choice. The employer and student must be notified prior to termination by the student.

SIGNATURES

Student	Date	Parent/Guardian	Date
High School Principal	Date	Worksite Supervisor	Date
School Site Instructor	Date	School/District WBL Coordinator	Date

NOTE: **It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity**

SAMPLE

INTERNSHIP/PRACTICUM
BUSINESS PARTICIPATION FORM

Background. Students from ______ School are participating in an internship/practicum program. These work based learning experiences are part of a career applications program aimed at better preparing our students for the work force of the 21st Century. We hope to make classroom learning more relevant to what goes on the in the "real world".

What is an Internship/Practicum? Internships and practicums are similar activities in which students engage in learning through practical work site experience. Internships are usually undertaken by students who are at or near the end of a preparatory academic program. These structured work experiences involve the practical application of previously studied theory through a combination of course work and part-time work experience. Strong emphasis on coordination and integrating between work site and classroom learning. Credit hours/outcomes and levels of intensity vary, depending on the course of study. These experiences are targeted to student's chosen career field and allow students to explore career options and to learn work terminology and business/industry protocol.

The student generally works during the day as part of a course of study. Although internships are usually short term, their duration varies as well as the complexity of knowledge and skills the student is required to master at each placement. Internships are offered during the summer or school year and provide students the opportunity to obtain "hands on" learning in their area of career interest via a one-on-one student mentor relationship. Host businesses are encouraged to perform their normal work activities with a willingness to talk to students about their work and its significance in the organization. Students will be encouraged to ask questions of their host employer and to learn as much as they can about all aspects of the industry in which they are interning.

Expectations of Business Host

- Accept a phone call from the Work Based Learning Coordinator to confirm an internship/praticum with you.
- Designate a member of your organization to supervise the student during the internship.
- Sign training agreement and fulfill employer expectations within the agreement.
- Respond to periodic phone calls from staff.
- Complete a brief evaluation upon completion of the internship/practicum

Expectations of Students

- Check with the Work Based Learning Coordinator to confirm job site location and appointment.
- Sign training agreement and fulfill all student expectations within the agreement.
- Maintain regular attendance in school and at their internship/practicum site.
- Abide by all rules and regulations of work site. Respect confidentiality.
- Arrange transportation to and from job shadow site.
- Dress appropriately. Ask relevant questions of host business and report back using designated form. Obtain signature of employer to verify the experience.

Other Information. Students are on a limited time schedule. They will be excused from school for time spent on the internship/practicum and time traveling to and from the work site.

How Do I Get Involved? Simple fill out the following form and return to the Work Based Learning Coordinator at ____ School, address, city, state, zip or call 000-000-000 or FAX 000-000-000. A FAX would be greatly appreciated.

☐ **YES!** My business/organization is interestd in participating in the ____ School Internship/Practicum Program.

Company Name________________________ Type of Business________________________

Contact Person________________________ Address________________________ Phone____________

Brief Description of Your Job____

Brief Description of Your Organization____

I would prefer to host a student(s) during: ___morning (8-12) ___afternoon (12-4) ___weekday (M,T,W,Th,F)

Best time to call______________ ___weekend (Sat, Sun)

Other people from my organization who might be interested in participating________________________

____

☐ Our business has not been cited for state or federal safety and health violations during the past five years.

SAMPLE

INTERNSHIP/PRACTICUM STUDENT ASSIGNMENT

TO: ______________________________
(Name of Student)

FROM: ______________________________ ____________
(Name of Work Site Learning Coordinator (Phone #)

DATE: ______________________________.

SUBJECT: **INTERNSHIP/PRACTICUM ASSIGNMENT**

Your internship/practicum experience is scheduled from ____________ to ____________
(Date) (Date)

with ______________________________
(Name of Business)

Your contact person at the site will be ______________. His/her phone # is ____________.

Business address is ______________________________.

Please call and confirm the above arrangements with the business person above. You may choose to use the following phone script.

"May I speak with ______________________, please?

Hi, my name is ______________________, calling from ______________________ School

to confirm my Internship/Practicum with your business and to verify the beginning date and time on

____________, ______________, from ________ to ________.
(day of week) (month and day) (beginning time to end time)

Thank you and I look forward to meeting you."

OR, if your contat person is not available, ask if you can leave a message and leave the same information written above.

You do **not** need to leave a telephone number. If they ask for a number, give them the phone number of the Work-Based Learning Coordinator. You can also let the person know that there is no need for your host to call you back.

FORMS TO BE COMPLETED			
PRIOR TO JOB SHADOWING		**FOLLOWING THE JOB SHADOWING**	
☐ STW Training Agreement	☐ Obtain Copy of Questions	☐ Observation/Evaluation Rep.	☐ Thank You Letter
☐ Internship Agreement	☐ Advance Absence	☐ Class Presentation -if required	☐
☐ Training Plan	☐ Confirmation Call to Business	☐	☐
☐ Insurance/Emergency Info	☐		

SAMPLE

INTERNSHIP/PRACTICUM
QUESTIONS TO ASK YOUR BUSINESS HOST

Student Name____

Business Host ____

Dates of Internship/Practicum______________________________

The following guidelines should help you to get the most out of your work site learning experience. You should try to ask as many of these questions as possible, but feel free to ask other questions that might also be appropriate .

1. What is the primary mission of this organization?____________________

2. What are the responsibilities of your department?____________________

3. What are your responsibilities?______________________________

4. How does your job relate to the overall organization?__________________

5. What other people do you work most closely with?____________________

6. Are computers used on the job? If so, in what capacity?________________

7. What type of education and/or training does one need to do the job? What type of education/training you had?

8. How did you decide to do this type of work?________________________

Questions to Ask Your Business Host - page 2

9. What do you see as the demand for jobs like yours in the future?

10. What do like *most* about your job?

11. What do you like *least* about your job?

12. What is the salary ranges for someone working in this field? (What is a typical starting salary?)

13. Do you have any advice for me as I consider career options?

14. Anything else that you find interesting!

****

____________________ has successfully complete his/her internship/practicum.
Student Name

Business Host	Title
Date	Organization

NOTE: Complete and return to coordinator. Must be signed by Business Host.

SAMPLE

INTERNSHIP/PRACTICUM
ADVANCE SCHOOL ABSENCE NOTIFICATION

This is to notify you that ______________________________ will be excused from school on
(Name of Student)

_________________________ to participate in an Internship/Practicum experience. This is to be treated as a work based learning experience. The student agrees to arrange for make-up work prior to the Internship/Practicum.

Internship/Practicum Location______________________ Date______________ Time______________

PLEASE SIGN BELOW TO INDICATE THAT YOU HAVE BEEN NOTIFIED.

________________________________ ________________________________
(Attendance Office) (Work Based Learning Coordinator)

TEACHER'S SIGNATURE	SUBJECT	Makeup Required	
		YES	NO
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

NOTE: Return to Coordinator

SAMPLE

INTERNSHIP/PRACTICUM

SUGGESTED ACTIVITIES FOR BUSINESS HOST

Name________________________ Home Phone________________________

School________________________ School Phone________________________

Coordinator________________________

Shadowing Agency________________________

Shadowing Supervisor________________________

Shadowing Occupation________________________

SUGGESTED ACTIVITIES

1. Introduce the student to the staff.
2. Explain the internship.
3. Tour the facility (if possible/practical).
4. Create an internship plan for the student related to his/her career interest. This activity must be planned in advance of the student's arrival.
5. Expose the student to the same routine a new employee would experience.
6. Answer questions that the student has regarding the job.

OFFER ANSWERS TO THE FOLLOWING QUESTIONS

1. Describe the supervisor's occupation. (What are his/her duties?)
2. Describe the working conditions associated with the internship position (i.e., physical working conditions, amount of overtime required, stress level, amount of responsibility, amount of travel required, etc.).
3. What is the supervisor's educational background? What school subjects does he/she feel would be most helpful to prepare for this position?
4. What does the supervisor enjoy most about this position?
5. What does the supervisor find most difficult, stressful, etc., about this position?
6. What recommendations would the supervisor offer to someone who is interested in entering a similar position?
7. In the supervisor's opinion, what type of attitude, personality traits, or personal characteristics are important in order to be successful in his/her career field?
8. What opportunities are there for advancement in this career field?
9. Describe the supervisor's role.
10. What are the starting salaries and educational requirements at this company for persons who hold the career positons in which the student has interest.
11. What does this company do to encourage its employees to continue their education?
12. What are some good ways for the student to find out about this career?

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

SAMPLE

INTERNSHIP/PRACTICUM
BUSINESS HOST EVALUATON

Thank you for participating in theInternship/Practicum Program and hosting a high school student. In an effort to improve the experience for employers and students we would appreciate you completing this evaluation.

Company Name: ______________________________
Employee Name/Title: ______________________________
Student Name: ______________________________

1. Please indicate the level of job interest demonstrated by the student.

☐ Not interested ☐ Moderately uninterested
☐ Somewhat interested ☐ Very interested

2. Did the student ask questions directly related to the application of skills required for the job?

☐ Yes ☐ No

3. Did the student ask questions about training/education required to perform the job?

☐ Yes ☐ No

4. Did the student have the opportunity to interact with more than one individual during the experience?

☐ Yes ☐ No

5. Did the student dress appropriately for the environment in which the Internship/Practicum took place?

☐ Yes ☐ No

6. Please comment on the amount of time that was required for theInternship/Practicum experience:

Day:________________ Hours________________

☐ Too long ☐ About right ☐ Not enough time

7. What could have been done to help make the experience more meaningful for the student and/or the employers?

____
____

8. Would you participate in the Internship/Practicum Program again?

☐ Yes ☐ No

Comments ______________________________
____
____

Return to: Work Based Learning Coordinator______________________________
School Address________________________City/State/Zip________________

SAMPLE INTERNSHIP/PRACTICUM EXPERIENCE
STUDENT TIME SHEET

Due Date ____________________

Student Name ____

Training Station Manager/Employer ____________________________________

Program Title __________________________ Teacher ____________________

Student: This time report must be signed by your training station manager/employer and turned in each Monday following the training week to the teacher of your related instruction class.

List things you did or learned this week:

1. ____
2. ____
3. ____

Number of training hours:

Beginning Monday __________	☐	☐	☐	☐	☐	☐	☐	☐*
Date	Mon	Tue	Wed	Th	Fri	Sat	Sun	Total Hours

______________________________ ______________

Training Station Manager/Employer's Signature Date

Optional Comments: ____

____

____

____

***On-the-Job Training Hours**

14-15 year olds: Maximum of 3 hours/school day; 8 hours/non-school day
Maximum of 18 hours/school week; 40 hours/non-school week

16-17 year olds: Recommended maximum of 4 hours/school day; 8 hours/non-school day
Recommended maximum of 30 hours/school week; 40 hours/non-school week

Classroom attendance is in addition to on-the-job training attendance.

SAMPLE INTERNSHIP/PRACTICUM EXPERIENCE
EMPLOYER EVALUATION OF STUDENT PERFORMANCE

For the Period ________________ 19 ____
Student Name ______________________________ Job Title ________________
Employer ______________________________ Name of Supervisor ________________

Instructions:
This report is to be completed by the student's immediate supervisor, discussed with the student, signed by both the supervisor and the student and returned to the school coordinator by mail or during a visit. In the space at the left, check the phrase that describes this student learner most accurately. Total the value for all the responses and record in the Total Scores section.

Productivity
0 ______ Fails to do an adequate job
1 ______ Does just enough to get by
2 ______ Maintains constant level of performance
3 ______ Very industrious; does more than is required
4 ______ Superior work production record

Ability to Follow Instructions
0 ______ Seems unable to follow instructions
1 ______ Needs repeated detailed instructions
2 ______ Follows most instructions with little difficulty
3 ______ Follows instructions with no difficulty
4 ______ Uses initiative in interpreting and following instructions

Initiative
0 ______ Always attempts to avoid work
1 ______ Sometimes attempts to avoid work
2 ______ Does assigned job willingly
3 ______ Does more than assigned job willingly
4 ______ Shows originality/resourcefulness in going beyond assigned job

Quality of Work
0 ______ Does almost no acceptable work
1 ______ Does less than required amount of satisfactory work
2 ______ Does normal amount of acceptable work
3 ______ Does more than required amount of neat, accurate work
4 ______ Shows special aptitude for doing neat, accurate work beyond required amount

Dependability
0 ______ Unreliable, even under careful supervision
1 ______ Sometimes fails in obligations, even under supervision
2 ______ Meets obligations under supervision
3 ______ Meets obligations under very little supervision
4 ______ Meets all obligations without supervision

Cooperation
0 ______ Uncooperative, antagonistic
1 ______ Cooperates reluctantly
2 ______ Cooperates willingly when asked
3 ______ Cooperates eagerly and cheerfully
4 ______ Always cooperates eagerly and cheerfully

Ability to Get Along with People
0 ______ Frequently rude and unfriendly - uncooperative
1 ______ Has some difficulty working with others
2 ______ Usually gets along well with people
3 ______ Is poised, courteous, and tactful with people
4 ______ Exceptionally well accepted by peers, customers and supervisors

Attendance
0 ______ Often absent without good excuse and/or frequently late
1 ______ Lax attendance and/or frequently late
2 ______ Usually present and on time
3 ______ Very prompt and regular in attendance
4 ______ Always prompt and regular; volunteers for overtime when asked

Appearance
0 ______ Untidy or inappropriately groomed
1 ______ Sometimes neglectful of appearance
2 ______ Satisfactory appearance
3 ______ Careful about personal appearance
4 ______ Exceptionally neat and appropriately groomed

TOTAL SCORE
Overall Estimate of Student's Work (Employer's Grade)

______	Poor	(Below 20)
______	Below Average	(20-25)
______	Average	(26-30)
______	Above average	(31-35)
______	Outstanding	(36-40)

Progress toward completion of Work Site Competencies outlined in the Student's Training Plan and Progress Report: ____ Satisfactory
____ Unsatisfactory

Comments ____

Supervisor Signature ______ Date ______ Student Signature ______ Date ______

Coordinator Signature ______ Date ______ Coordinator's Grade ______

SAMPLE

INTERNSHIP/PRACTICUM EXPERIENCE
RECORD OF COORDINATOR VISITS

Program Title ______________________________ Teacher ______________________________

*Date of Visit	Name of Student	Employer Site Visited	Teacher's Observations

Training stations should be visited at least once every four weeks. (No less than every second visit should include an observation of the student engaged in on-the-job training experiences.)

SAMPLE

INTERNSHIP/PRACTICUM EXPERIENCE
LIST OF STUDENTS IN THE PROGRAM

PROGRAM AREA/SCHOOL

____

Student's Name	Social Security Number	Date of Birth	Student Job Title	Work Based Site	Site Supervisor	Phone Number	Dates of Employment
1.							
2.							
3.							
4.							
5.							
6.							
7							
.8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

E. MENTORSHIPS

Overview

A mentor is someone who, along with parents, provides young people with support, counsel, friendship, reinforcement, and constructive example. Mentors are good listeners, people who care, people who want to help young people bring out the strengths that are already there.

The student is mentored by a worker (employer) in consultation with classroom teachers and counselors to provide instruction and guidance in a specific career skills and appropriate workplace behaviors. The mentor's role is guidance and introduction, aiding the student in identifying his/her areas of interest, educational requirements, work skill acquisition, etc. The school connection is in working with guidance counselors to identify courses which leads the student towards his/her professed goals.

Mentorship experiences provide opportunities for developing one-on-one relationships between students and professionals in the career fields they are exploring. Through the mentor/student relationship, students learn specific information about the world of work and develop skills related to the mentor's career field. Mentorships offer professionals a chance to make direct contact and share their insights and experiences with young people.

This educational experience can occur at the school site or work site. It is important that the experience is tied to the classroom by curriculum which coordinates and integrates school site instruction with work site experiences. A mentorship is a formal relationship, as opposed to visits, between a student and a work site role model who provides support and encouragement to the student. A mentor helps students become accustomed to the rules, norms, and expectations of the workplace, and can provide career insight and guidance based on personal career experience. A mentor serves as a resource to students, helping them resolve personal problems and work-related issues and conflicts.

- Commitment varies from one hour to several days per month
- Criminal background and character reference checks on all adult mentors
- Provides a learning activity (non-paid), not an actual job
- Provides youth with an adult who will serve as an advisor and coach
- May provide career insights and how basic skills relate to success
- School assists in matching students with adult mentors

Evaluation. Mentor periodically completes a written evaluation. School personnel typically remain in close contact with the mentor on a regular basis.

Legal Issues. All state and federal child labor laws must be followed for learners under the age of 18. These requirements are defined in this manual, *Part IX - Nebraska Work Based Learning Legal Issues Guide.*

Insurance. The following insurance considerations should be understood by parents, school administrators and employers:

- *Health/Life Insurance* - provided by student's family; however, employers are responsible for offering coverage for students in paid work site learning experiences if similarly classified employees are eligible for these benefits.
- *Automobile Accident Insurance* - provided by the student/parent (for travel to and from activities) unless transportation is provided by the district.
- *Accident/Liability Insurance* - Insurance for personal injury or property damage should be carried by the employer, school district, and family. Additional liability (malpractice) insurance may be advisable in the health care field.
- *Worker's Compensation* - Students participating in paid work site experiences are covered by worker's compensation and may be covered by the school district's policy or the employer. Students participating in non-paid work site experiences are not covered by worker's compensation, but if injured at the work site may be covered by the school district or businesses's liability insurance and/or their family insurance.
- *Medical Treatment Waiver.* Parents sign a waiver for student's participation in a work site learning experience.

Sources of Funding. Possible sources of funding for mentoring activities include: local schools, the Nebraska Department of Education, Vocational-Technical Education, Tech Prep, School-to-Careers, Educational Service Units, local business and industry partner, etc.

Time Commitment. Career or personal mentoring is typically a short-term (from one week up to one school year) and can begin as early as the 5th grade. The commitment is usually up to five hours per week for approximately one year.

Training Agreement /Training Plan. Informal and formal agreements may be used. School district personnel need to have parents complete forms that ensure a safe, successful student experience. Clear agreements among the mentor, school/teacher and/or parent is reached, but may or may not be formally signed by all parties.

Transportation. Students and parents should provide transportation. In some cases, the school or school district may make transportation arrangements.

Wages. Mentorships are generally unpaid.

Setting Up a Mentorship Experience	
1. Identifying Potential Mentors	The first step in setting up a mentoring experience is finding individuals who are willing to take on the responsibility of mentoring a student. Many districts mail interest forms to different organizations within the community to establish a pool of possible mentors. Students may also identify possible mentors on their own. For more detailed information on this subject, see the *Marketing and Work Site Development Guide*. Part III of this manual.
2. Background Checks	Because of the personal nature of the mentor/student relationship, it is necessary to take precautions to ensure student safety. The school must complete a criminal background and character reference check on each mentor prior to placing a student.
3. Placing Students	In most cases, the school arranges student placement in mentorship experiences. Connecting students with mentors they will be comfortable working with can be difficult. One possible approach is to give the student and potential mentor an opportunity to meet and "interview" one another prior to placement. Doing this gives both parties a chance to identify potential problems before a commitment is made. Invite parents to meet with and approve of potential mentors, as well. Some districts sponsor activities at the outset of the mentorship experience in which students and mentors have a chance to get to know one another. Retreats or other activities can serve this purpose well. A one-month trial period may also be valuable when establishing mentoring relationships. Students and mentors may be asked to evaluate the experience at the end of the first month to make sure that both parties are interested in continuing their relationship.
4. Arranging Schedules	The mentor and student should arrange a meeting schedule that is convenient for both of them. Meetings should take place in public settings or visible business settings for the safety of both mentor and student. It is best if the meeting time is the same each week, though some mentors' schedules may make this difficult. Two or three hours per week of meeting time is the standard arrangement.
5. Confirming Plans	Students should contact the mentor to confirm arrangements and answer any questions about the program.

Setting Up a Mentorship Experience

6. **Preparing Mentors**

Mentors must be thoroughly prepared for the monitoring experience. Make sure they are aware of everything they are expected to do. Many districts prepare a handbook for mentors which contains a combination of the following:

- **An overview of legal responsibilities.** There are many legal issues that mentors need to be aware of, including discrimination and sexual harassment laws. Make sure that mentors understand their legal responsibilities and potential liabilities in advance.
- **Instructions for working with young people.** Many professionals are unaccustomed to the unique challenges of communicating and working with young people. Remind mentors that they will be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage mentors to provide as many active learning experiences as possible.
- **Activity suggestions.** Remind mentors that the purpose of the relationship is to provide students with career-related guidance. Encourage mentors to allow students to participate in as many work related activities as possible, especially those activities which offer an opportunity to develop workplace skills.
- **Checklist**. Mentors will probably find a checklist very useful. Checklist items might include: arranging meeting times, planning with program coordinator to insure that academic requirements are met, signing mentorship agreements, arranging student work space as appropriate, and preparing information for students about company policies and procedures.
- **Copies of student questions.** Help mentors to be better prepared by letting them know what kinds of questions students will be asking.
- **Evaluation materials.** Employer response to the mentorship program is essential for maintaining a successful operation. Provide employers with forms on which they can evaluate student participation, as well as the program itself.
- **Responsibilities of a career mentor.**
  - Honor the time commitment you have made to the student by being consistent and available.
  - Foster a positive work related relationship with the student.
  - Work with the student to encourage and advance educational goals.
  - Expose the student to the world of work and the importance of work related skills needed for success.
  - Demonstrate the relevance of the following values: Reliability, Teamwork, Attendance, Responsibility, Loyalty, Work Ethic
  - Be non-judgmental and accepting of other lifestyles, cultures, socio-economic statue, religious affiliations, etc.

Setting Up a Mentorship Experience

7. **Preparing Students**

Students need to be thoroughly prepared before embarking on a mentorship experience. In addition to classroom preparation that focuses on career research and exploration, there are practical concerns to be addressed as well. Many districts provide students with a mentorship packet that contains a combination of the following:

- **Mentorship agreements.** These agreements outline the responsibilities of both the mentor and the student, as well as the purpose of and academic expectations for the mentorship experience. The forms should be signed by the student, the mentor, and the program coordinator. Parent/guardian signature may be needed for minor students.
- **Outline of dress and behavior expectations.** While the classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of the dress code at each work site and discuss appropriate attire with students. Students should also be informed about sexual harassment issues.
- **Goals/Objectives worksheet.** Students should be encouraged to develop a list of goals or objectives for the mentorship experience. The list should include skills the student wants to acquire and concepts the student needs to understand. Goals and objectives can also relate to classroom work which will enrich the mentorship experience.
- **Checklist**. Give students a checklist which includes everything they need to do to prepare for the mentorship experiences. Preparing objectives, arranging schedules and transportation (if necessary) and doing background research are all possible checklist items.
- **Evaluation materials.** Ask students to evaluate their mentorship experiences. Evaluations can also be included as part of a follow up activity in which students write or talk about their experiences.

Connecting the Classroom to the Work Site

It is important to make the mentorship experience meaningful by connecting it to classroom learning. Connecting activities can take many forms, and should take place at all stages of the mentorship experience.

Pre-Experience Activities	• Students research the general career fields and specific organizations in which their mentors work • Students write about their preconceptions and expectations related to the organization in which their experiences will take place • Students prepare questions to ask their mentors based on their research and writing • Students and teachers discuss professional standards for behavior and dress • Teachers emphasize practical applications of the concepts they teach in class
On-Site Activities	• Students ask mentors about the ways in which different academic subjects relate to the work they do • Students observe practical applications of academic concepts
Post-Experience Activities	• Students write about the differences between their expectations and the realities of the workplace • Students and teachers discuss the connections they see between classroom learning and the workplace • Students continue their career research in light of what they have learned during the mentorship experience

TEAMMATES MENTORING PROGRAM

Description. TeamMates is a school based program in the Lincoln Public Schools that pairs individual volunteers or volunteers from local businesses and community organizations with selected students on a one-to-one basis. The adult TeamMate serves as a positive role model for students needing an additional responsible adult's attention. The adult TeamMate agrees to have regular, weekly contact with the youth TeamMate. Adult TeamMates genuinely like and respect youth and are willing to make a sustained personal commitment to their student. When successful pairings occur, some differences emerge. In successful one-to-one mentoring relationships, it is found that mentors identify the youths' interests and take them seriously, allow the young people to take the lead in establishing trust, offer regular assurance, and view their role as being there to give. Initially, the relationship might be one-directional. The adult TeamMate needs to be patient in developing a trusting relationship.

"Our young people face different challenges today. Issues that our young people face happen to them personally. If we are going to make a difference, we have to get involved with them personally as one-to-one mentors."

- Coach Tom and Nancy Osborne

Program Areas. All
Grade Level. All
Contact: VIP/STW, 6800 Monterey Drive, Lincoln, NE 68506, (402) 436-1950.

Sample Forms for Mentorship

TITLE	DESCRIPTION	PAGE #
STW Training Agreement	Agreement signed by the student, parents, school coordinator, and employer that spells out the responsibilities of all parties.	108
Insurance and Emergency Information	Insurance, medical, and family information for student.	109
Mentoring Training Plan	Describes the student competencies resulting from the mentoring experience.	110
One-to-One Mentoring Application	Application form to be completed and signed by adults interested in participating in the mentoring program.	111
Adult Mentor Agreement	Agreement signed by the adult mentor that states the commitment of the mentor and asks the mentor to verify that he/she has not been convicted of a felony, misdemeanor, public indecency or possession of a controlled substance in the past 10 years.	112
Teacher/Staff Request for a Student to Participate in Mentoring Program	A form for teachers/staff to use in referring a student for participation in the mentoring program.	113
Student Profile	The student profile provides information regarding a students personal and career interests.	114
Parent Permission Form	Letter to parents asking permission for their son/daughter to participate in the mentoring program.	115

SAMPLE

SCHOOL-TO-WORK
TRAINING AGREEMENT

Student Name: ______________________ Telephone: ______________________
Street: ______________________ Date of Birth: __________ Social Security #: ______________________
City: ______________________ ___State: __________ Zip: __________
Parent's Name: ______________________ Address __________ ___State: __________ Zip: __________

Employer Name: ______________________ Telephone: ______________________
Employer Address: ______________________

Days per Week: __________ Hours per Day: __________ Hours __________ A.M. and __________ P.M.
School Name: ______________________ School Location: ______________________
Career Cluster: ______________________ Training/Occupation Title: ______________________

Work-Based Learning Activity: (Check all that apply)

☐ Youth Apprenticeship
☐ Preapprenticeship
☐ Registered Apprenticeship
☐ Clinical Work Experience
☐ Cooperative Education
☐ Field Trip
☐ Internship/Practicum
☐ Job Shadowing
☐ Mentorship
☐ Part Time Work
☐ Service Learning Projects
☐ WECEP
☐ Other ______________
☐ Other ______________
☐ Other ______________

EMPLOYER'S RESPONSIBILITIES IN SCHOOL-TO-WORK. The employer agrees to place the trainee in the activity specified above for the purpose of providing occupational experience of instructional value. The activity will be under the supervision of a qualified supervisor and will be performed under safe and hazard free conditions. The trainee will receive the same consideration given employees with regard to safety, health, social security, general work conditions and other policies and procedures of the firm. The employer will adhere to all State and Federal Regulations regarding employment, child labor laws and minimum wages, and will not discriminate in employment policies, educational programs or activities for reasons of race, sex, color, religion, national origin, marital status, age or handicap. The student will not displace a regular worker.

STW COORDINATOR'S RESPONSIBILITIES IN SCHOOL-TO-WORK. The teacher/coordinator agrees to visit each trainee at the training station and will continue a close working relationship with the person to whom the trainee is responsible while on the job. The teacher/coordinator shall attempt to resolve any complaints through the cooperative efforts of all parties concerned. The teacher/coordinator will meet with each trainee's parent and/or guardian prior to placement and during the school year. The local education office will keep each trainee's Training Agreement on file for three (3) years.

PARENT'S/GUARDIAN RESPONSIBILITIES IN SCHOOL-TO-WORK. Parent and/or guardian agree for the student to participate in School-to-Work as provided by the public schools.

STUDENT'S RESPONSIBILITIES IN SCHOOL-TO-WORK: The trainee agrees to follow rules and guidelines established by the school, employer and coordinator with regard to hours of work, school attendance and reporting procedures.

HAZARDOUS OCCUPATIONS EXCEPTION. Will the student be involved in a hazardous occupation as defined under the Federal Child Labor guidelines? ______YES ______NO (If yes, complete the **Student Learner Exemption Agreement.**)

Parents agree to arrange transportation for their child to and from the work site. By signing this form they are giving permission for their child to receive emergency medical treatment in case of injury or illness. They also understand that school personnel will not be present when the student is at the site and will not be responsible for their child. All signatories agree to comply with the responsibilities specified in the training agreement.

______________________ Date__________
Student

______________________ Date__________
STW Coordinator

______________________ Date__________
Parent or Guardian

______________________ Date__________
Employer

____
Employer's Insurance Carrier

____
Carrier's Contact Person

SAMPLE

SCHOOL-TO-WORK
INSURANCE AND EMERGENCY INFORMATION

PERSONAL DATA

Student's Name________________________ Birth Date________________

Student's Home Address________________________ City____________ State___ Zip________

Student's Social Security Number________________________ Home Phone________________

School Name________________ Address________________________ Phone____________

INSURANCE COVERAGE

Insurance Coverage	Yes/No	Family	School	Employer
Liability and/or Bonding	______	____________	____________	____________
Workers' Compensation	______	____________	____________	____________
Health/Accident	______	____________	____________	____________

Name of H/A Ins. Co.________________________ Insured____________ Policy #__________

NOTE: Please identify who is providing coverage by placing an (X) in the appropriate box.

STUDENT MEDICAL INFORMATION

List medical information about the student that would be helpful in case of an emergency.

Allergic to medications? ______ YES ______ NO

If yes, what medications? ________________________________

List any allergies or other medical problems of the student. ________________________

____

FAMILY INFORMATION

Parent/Guardian Name________________________ Work Phone________________

Work Name/Address____

Parent/Guardian Name________________________ Work Phone________________

Work Name/Address____

Parent/Guardian Home Address________________________ Home Phone________________

Emergency Contact________________________ Phone________________

SIGNATURES

I consent for my child to receive emergency medical treatment in case of injury or illness. The information provided is accurate to the best of my knowledge.

Parent/Guardian's Signature________________________________ Date____________

Student's Signature________________________________ Date____________

Note: This form should be kept on file at school. If the student is participating in a STW activity, a copy should also be on file at the work site

SAMPLE

Mentorship
TRAINING PLAN

Student Name____________________ Social Security #____________ Age______

Home Address____________________ Home Phone____________ Birth Date______

Student's Career Objective______________________________

School-to-Career Coordinator____________________ Phone______

School/Address______________________________

COMPETENCIES TO BE DEVELOPED
(List competencies the student will need to complete.)

COMPETENCY	Date of Evaluation
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

SIGNATURES

Instructor's Signature ____________________ Date______

Student's Signature ____________________ Date______

NOTE: **It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.**

SAMPLE

Mentorship
ONE-TO-ONE MENTORING APPLICATION

(adapted from Lincoln Public Schools TeamMates Program)

NAME____

ADDRESS______________________________________

HOME PHONE________________ WORK PHONE________________

YEARS OF POSTSECONDARY TRAINING______ EMPLOYER/OCCUPATION________________

Preference of Day

☐ Monday
☐ Tuesday
☐ Wednesday
☐ Thursday
☐ Friday
☐ Any day

Preference of Time

☐ Morning
☐ Noon-hour
☐ Afternoon
☐ Anytime

Preference of School

____

Preference to volunteer individually or pair up with another volunteer?

☐ Individually
☐ Pair Up

Please write a brief statement as to why you wish to be a mentor.________________

Describe any special interests or experiences that may be helpful in matching you and your student (for example: stamp collecting, roller skating, needlepoint, computers, music, lived n Japan for four years, etc.)________________

Other areas you have a special interest in: ________________

Present or past volunteer experiences: ________________

Physical limitations or difficulties the youth mentee or school contact should be aware of: ________________

Other information you wish to share that will help match you with a student: ________________

EMERGENCY CONTACT

Name ________________ Phone number ________________

Allergies ________________ Medical conditions ________________

Hospital preference in case of an emergency ________________

PLEASE LIST 3 REFERENCES

Name	Address	City/State/Zip	Phone

Please return this form to :________________________________

SAMPLE

Mentorship
ADULT MENTOR'S AGREEMENT
(adapted from Lincoln Public Schools TeamMates Program)

I ______________________ (*fill in your name, please*) understand that the Mentoring Program involves spending time weekly at the assigned school with my youth mentee during the school year. I will be committed to one year in the program and will then have the opportunity to renew for another year. I have not been convicted within the past 10 years of any felony or misdemeanor classified as a offense against a person or family of public indecency or a violation involving a state or federally controlled substance. I am not under current indictment. I also agree to the following:

- to actively participate in a training session before beginning.
- to be on time for scheduled meetings.
- to sign in on the volunteer registration sheet at the school prior to each visit.
- to notify the school office if I am unable to keep my regularly scheduled meeting with my youth mentee.
- to engage in the one-to-one mentoring relationship with an open mind.
- to accept assistance from the student's teacher and Mentoring Program facilitator.
- to keep discussions with the student confidential, except to inform the teacher or volunteer facilitator about situations that negatively effect the student's health or welfare.
- to ask school contact when I need assistance or do not understand something.
- to notify the volunteer facilitator of any changes in my employment, address and telephone number.
- to notify the volunteer facilitator of any problems or difficulties with the relationship.

______________________ ______________________

Signature Date

Please return this form to: ______________________

SAMPLE **Mentorship**

TEACHER/STAFF REQUEST FOR A STUDENT TO PARTICIPATE IN THE MENTORING PROGRAM

(adapted from Lincoln Public Schools TeamMates Program)

Staff Person Making Request____________________________

School____________________________

Name of Student____________________________

Student's personal interest/hobbies____________________________

Reasons why this student would benefit from the services of an Adult Mentor ____________________________

List below some specific strategies the Adult Mentor might use to assist this student's (e.g., talking, reading, listening, playing chess, etc.)____________________________

Additional comments: ____________________________

Please return this form to: ____________________________

Date________________

SAMPLE

Mentorship
STUDENT PROFILE

(adapted from Lincoln Public Schools TeamMates Program)

Name ______________________ Nickname (if any) ______________________

Age ________ School ______________________ Grade _____ Teacher ______________________

Parent/Guardian ______________________

Home Address ______________________

Home Phone ______________________ Work Phone ______________________

List names and ages of your brother(s)/sister(s):

Name	**Age**

What are your hobbies or interests?

____

____

What are your favorite "free time" activities?

____

What is your favorite schools subject? ______________________

What is your least favorite school subject? ______________________

What subjects could you use help in? ______________________

What is your favorite TV program? ______________________

What kind of music do you enjoy? ______________________

List books or magazines you read regularly? ______________________

What are your plans after high school? ______________________

Could you use help in planning for your college or career? ☐ Yes ☐ No

SAMPLE

Mentorship
PARENT PERMISSION FORM
(adapted from Lincoln Public Schools TeamMates Program)

Dear Parent/Guardian:

Your student has been selected to participate in the Mentoring Program which matches a volunteer from the community with a student to serve as a one-to-one Adult Team Mentor. An Adult Mentor is anyone who serves as a model, friend, champion, coach or guide. A mentor will take a personal interest in the growth and development of your student.

The Adult Mentor will meet with your son/daughter once a week during school hours. You will be notified of all group meetings. They may also have contact with your student by phone or mail.

We hope that you will agree to have your student become a part of the program and that you will offer active support and encouragement to make this a successful experience for them. Please share this letter with your student.

If you have nay questions, please call the school.

________________________ Has my permission to join the Mentoring Program.

Parent/Guardian's signature

Home Phone

Work Phone

Please return form to:

Program Facilitator

Phone

Address

City/State/Zip

F. PART TIME WORK

Overview

Part time work (often referred to as work study) provides work experience for which students are paid and may receive high school credit. It is not, however a bona fide structured work site learning experience that relates the work to school site learning. It provides an opportunity for students to be employed and receive school credit for learning from a satisfactory job performance. It is hoped that this experience will help develop a positive attitude and promote an understanding of the relationship between formal education and job success through supervised, part time employment as part of the student's total school program.

Evaluation. Work site evaluation of the student's performance will be conducted by the employer and discussed with the student by the employer and school coordinator to assess progress towards attainment of established competencies. School personnel will conduct regular on-site visits to monitor the student's progress.

Legal Issues. All state and federal child labor laws must be followed for learners under the age of 18. These requirements are defined in this manual, *Part IX - Nebraska Work Based Learning Legal Issues Guide*.

Insurance. The following insurance considerations should be understood by parents, school administrators and employers:

- *Health/Life Insurance* - provided by student's family; however, employers are responsible for offering coverage for students in paid work site learning experiences if similarly classified employees are eligible for these benefits.
- *Automobile Accident Insurance* - provided by the student/parent (for travel to and from work site) unless transportation is provided by the district.
- *Accident/Liability Insurance* - Insurance for personal injury or property damage should be carried by the employer, school district, and family. Additional liability (malpractice) insurance may be advisable in the health care field.
- *Worker's Compensation* - Students participating in paid work site experiences are covered by worker's compensation and may be covered by the school district's policy or the employer. Students participating in non-paid work site experiences are not covered by worker's compensation, but if injured at the work site may be covered by the school district or businesses's liability insurance and/or their family insurance
- *Medical Treatment Waiver*. Parents sign a waiver for student's participation in a work site learning experience.

Sources of Funding. Possible sources of funding for part time work program activities include: local schools, the Nebraska Department of Education, Vocational-Technical Education, Tech Prep, School-to-Careers, Educational Service Units, local business and industry partner, etc.

Time Commitment. This experience lasts from one semester up to one school year. Students may receive school credit for their part time employment.

Training Agreement/Training Plan. Agreements that outline the responsibilities of all parties are signed by the student, parents, school coordinator, and employer.

Transportation. Students and parents should provide transportation.

Wages. Student are paid in accordance with federal and state wage regulations.

Nebraska Success Stories

SENIOR'S ARTICULATION

Description. Logan View seniors who qualify may elect to become part of a work-study or a combination of work-study and articulated vocational study through Metropolitan Community College. Seniors attend Logan View part time while meeting class requirements of U.S. Government, English, one vocational class in their area of study and one elective class. Students are then released to a work station or combination of work station and vocational study to complete their school day.

Requirements include satisfactory completion of required courses through the junior year; the endorsement of their mentor; the endorsement of a vocational instructor in their vocational area; meet English portfolio and mathematics skills requirements; and a signed agreement to include the student, the student's parents, the employer and the guidance counselor at Logan View Jr.-Sr. High School. The agreement includes a pre-employment agreement with the employer; a quarterly employment evaluation; and final employment approval of the Logan View principal.

The goal of the program is to allow entrance into the workforce at or above an entry-level position; allow the student to continue a vocational community college education program with advanced status; or allow continued study towards a bachelor's degree at a liberal arts college.

Program Areas. Careers/Guidance
Grade Level. 12th Grade
Contact. Don Huwaldt, Logan View Jr.-Sr. High School, RR 1, Box 104, Hooper, NE 68031, (402) 654-3317.

Sample Forms for Part Time Work Experiences

The forms on the following pages provide the structure required to offer school credit for part time work experiences.

TITLE	DESCRIPTION	PAGE #
STW Training Agreement	Agreement signed by the student, parents, school coordinator, and employer that spells out the responsibilities of all parties.	119
Insurance and Emergency Information	Insurance, medical, and family information for student.	120
Student Time Sheet	Record of time spent at the work site to be completed by the student each week.	121
Student Evaluation	This evaluation should be completed by the student's employer on a quarterly basis and discussed with the student by the employer and school coordinator to assess progress towards attainment of established competencies.	122

SAMPLE

SCHOOL-TO-WORK TRAINING AGREEMENT

Student Name: ______________________ Telephone: ______________________
Street: ______________________ Date of Birth: __________ Social Security #: ______________________
City: ______________________ State: __________ Zip: __________
Parent's Name: ______________________ Address __________ State: __________ Zip: __________

Employer Name: ______________________ Telephone: ______________________
Employer Address: ______________________

Days per Week: __________ Hours per Day: __________ Hours __________ A.M. and __________ P.M.
School Name: ______________________ School Location: ______________________
Career Cluster: ______________________ Training/Occupation Title: ______________________

Work-Based Learning Activity: (Check all that apply)

- ☐ Youth Apprenticeship
- ☐ Preapprenticeship
- ☐ Registered Apprenticeship
- ☐ Clinical Work Experience
- ☐ Cooperative Education
- ☐ Field Trip
- ☐ Internship/Practicum
- ☐ Job Shadowing
- ☐ Mentorship
- ☐ Part Time Work
- ☐ Service Learning Projects
- ☐ WECEP
- ☐ Other ______________
- ☐ Other ______________
- ☐ Other ______________

EMPLOYER'S RESPONSIBILITIES IN SCHOOL-TO-WORK. The employer agrees to place the trainee in the activity specified above for the purpose of providing occupational experience of instructional value. The activity will be under the supervision of a qualified supervisor and will be performed under safe and hazard free conditions. The trainee will receive the same consideration given employees with regard to safety, health, social security, general work conditions and other policies and procedures of the firm. The employer will adhere to all State and Federal Regulations regarding employment, child labor laws and minimum wages, and will not discriminate in employment policies, educational programs or activities for reasons of race, sex, color, religion, national origin, marital status, age or handicap. The student will not displace a regular worker.

STW COORDINATOR'S RESPONSIBILITIES IN SCHOOL-TO-WORK. The teacher/coordinator agrees to visit each trainee at the training station and will continue a close working relationship with the person to whom the trainee is responsible while on the job. The teacher/coordinator shall attempt to resolve any complaints through the cooperative efforts of all parties concerned. The teacher/coordinator will meet with each trainee's parent and/or guardian prior to placement and during the school year. The local education office will keep each trainee's Training Agreement on file for three (3) years.

PARENT'S/GUARDIAN RESPONSIBILITIES IN SCHOOL-TO-WORK. Parent and/or guardian agree for the student to participate in School-to-Work as provided by the public schools.

STUDENT'S RESPONSIBILITIES IN SCHOOL-TO-WORK: The trainee agrees to follow rules and guidelines established by the school, employer and coordinator with regard to hours of work, school attendance and reporting procedures.

HAZARDOUS OCCUPATIONS EXCEPTION. Will the student be involved in a hazardous occupation as defined under the Federal Child Labor guidelines? ______YES ______NO (If yes, complete the **Student Learner Exemption Agreement**.)

Parents agree to arrange transportation for their child to and from the work site. By signing this form they are giving permission for their child to receive emergency medica treatment in case of injury or illness. They also understand that school personnel will not be present when the student is at the site and will not be responsible for their child. All signatories agree to comply with the responsibilities specified in the training agreement.

______________________ Date __________
Student

______________________ Date __________
STW Coordinator

______________________ Date __________
Parent or Guardian

______________________ Date __________
Employer

____
Employer's Insurance Carrier

____
Carrier's Contact Person

SAMPLE

SCHOOL-TO-WORK
INSURANCE AND EMERGENCY INFORMATION

PERSONAL DATA

Student's Name ______________________ Birth Date ______________

Student's Home Address ______________________ City __________ State ____ Zip __________

Student's Social Security Number __________________ Home Phone ______________

School Name __________ Address ______________ Phone ______________

INSURANCE COVERAGE

Insurance Coverage	**Yes/No**	**Family**	**School**	**Employer**
Liability and/or Bonding				
Workers' Compensation				
Health/Accident				

Name of H/A Ins. Co. ______________________ Insured __________ Policy # __________

NOTE: Please identify who is providing coverage by placing an (X) in the appropriate box.

STUDENT MEDICAL INFORMATION

List medical information about the student that would be helpful in case of an emergency.

Allergic to medications? ______ YES ______ NO

If yes, what medications? ______________________

List any allergies or other medical problems of the student. ______________________

FAMILY INFORMATION

Parent/Guardian Name ______________________ Work Phone ______________

Work Name/Address ______________________

Parent/Guardian Name ______________________ Work Phone ______________

Work Name/Address ______________________

Parent/Guardian Home Address ______________________ Home Phone ______________

Emergency Contact ______________________ Phone ______________

SIGNATURES

I consent for my child to receive emergency medical treatment in case of injury or illness. The information provided is accurate to the best of my knowledge.

Parent/Guardian's Signature ______________________ Date ______________

Student's Signature ______________________ Date ______________

Note: This form should be kept on file at school. If student is participating in a STW activity, a copy should also be on file at the work site.

SAMPLE

Part Time Work
STUDENT TIME SHEET

Due Date____________________

Student Name ____

Training Station Manager/Employer ______________________________

Program Title ____________________ Teacher ____________________

Student: This time report must be signed by your training station manager/employer and turned in each Monday following the training week to the teacher of your related instruction class.

List things you did or learned this week:

1. ____
2. ____
3. ____

Number of training hours:

Beginning Monday __________	☐	☐	☐	☐	☐	☐	☐	☐*
Date	Mon	Tue	Wed	Th	Fri	Sat	Sun	Total Hours

______________________________ ________________

Training Station Manager/Employer's Signature Date

Optional Comments: ____

____

____

____

***On-the-Job Training Hours**

14-15 year olds:	Maximum of 3 hours/school day; 8 hours/non-school day Maximum of 18 hours/school week; 40 hours/non-school week
16-17 year olds:	Recommended maximum of 4 hours/school day; 8 hours/non-school day Recommended maximum of 30 hours/school week; 40 hours/non-school week

Classroom attendance is in addition to on-the-job training attendance.

SAMPLE **Part Time Work**

EMPLOYER EVALUATION OF STUDENT PERFORMANCE

For the Period ______________ 19 ____
Student Name ______________________________ Job Title ______________
Employer ______________________________ Name of Supervisor ______________

Instructions:
This report is to be completed by the student's immediate supervisor, discussed with the student, signed by both the supervisor and the student and returned to the school coordinator by mail or during a visit. In the space at the left, check the phrase that describes this student learner most accurately. Total the value for all the responses and record in the Total Scores section.

Productivity
0 ______ Fails to do an adequate job
1 ______ Does just enough to get by
2 ______ Maintains constant level of performance
3 ______ Very industrious; does more than is required
4 ______ Superior work production record

Ability to Follow Instructions
0 ______ Seems unable to follow instructions
1 ______ Needs repeated detailed instructions
2 ______ Follows most instructions with little difficulty
3 ______ Follows instructions with no difficulty
4 ______ Uses initiative in interpreting and following instructions

Initiative
0 ______ Always attempts to avoid work
1 ______ Sometimes attempts to avoid work
2 ______ Does assigned job willingly
3 ______ Does more than assigned job willingly
4 ______ Shows originality/resourcefulness in going beyond assigned job

Quality of Work
0 ______ Does almost no acceptable work
1 ______ Does less than required amount of satisfactory work
2 ______ Does normal amount of acceptable work
3 ______ Does more than required amount of neat, accurate work
4 ______ Shows special aptitude for doing neat, accurate work beyond required amount

Dependability
0 ______ Unreliable, even under careful supervision
1 ______ Sometimes fails in obligations, even under supervision
2 ______ Meets obligations under supervision
3 ______ Meets obligations under very little supervision
4 ______ Meets all obligations without supervision

Cooperation
0 ______ Uncooperative, antagonistic
1 ______ Cooperates reluctantly
2 ______ Cooperates willingly when asked
3 ______ Cooperates eagerly and cheerfully
4 ______ Always cooperates eagerly and cheerfully

Ability to Get Along with People
0 ______ Frequently rude and unfriendly - uncooperative
1 ______ Has some difficulty working with others
2 ______ Usually gets along well with people
3 ______ Is poised, courteous, and tactful with people
4 ______ Exceptionally well accepted by peers, customers and supervisors

Attendance
0 ______ Often absent without good excuse and/or frequently late
1 ______ Lax attendance and/or frequently late
2 ______ Usually present and on time
3 ______ Very prompt and regular in attendance
4 ______ Always prompt and regular; volunteers for overtime when asked

Appearance
0 ______ Untidy or inappropriately groomed
1 ______ Sometimes neglectful of appearance
2 ______ Satisfactory appearance
3 ______ Careful about personal appearance
4 ______ Exceptionally neat and appropriately groomed

TOTAL SCORE

Overall Estimate of Student's Work (Employer's Grade)

______	Poor	(Below 20)
______	Below Average	(20-25)
______	Average	(26-30)
______	Above average	(31-35)
______	Outstanding	(36-40)

Progress toward completion of Work Site Competencies outlined in the Student's Training Plan and Progress Report: ____ Satisfactory
____ Unsatisfactory

Comments ____

______________________ ________ ______________________ ________
Supervisor Signature Date Student Signature Date

______________________ ________ ______________________
Coordinator Signature Date Coordinator's Grade

G. SERVICE LEARNING PROJECTS

Overview

Service learning provides students an opportunity to integrate school site learning with work site activities in a community agency or service project. Students develop work skills and workplace behaviors as a member of a work team with specific goals and activities. This is a non-paid activity and usually lasts for up to several weeks. Class project credit may be given. In some school districts, this is a course that lasts from nine weeks to one semester. Use the Serving to Learn K-8, 9-12, and Adult Education guides available through the Department of Education for ideas and format of service learning ideas.

Service learning experiences consist of volunteer work in non-profit or public organizations. The purpose of these experiences is the development of the student's sense of community involvement, in addition to skills and knowledge common to other structured work experiences. Students learn and develop by participating in thoughtfully organized community service work activities that meet actual community needs, are designed in collaboration by the school and community, and are closely linked to the student's classroom learning activities.

Evaluation. It is customary to have the student report on or write about the experience he/she had during the service learning experience. The school personnel (classroom teachers and/or WBL coordinator) responsible for the student's involvement in the service learning experience should provide structured school site activities that connect the student's experience at the project site with learning at school.

Legal Issues. All state and federal child labor laws must be followed for learners under the age of 18. These requirements are defined in this manual, *Part IX - Nebraska Work Based Learning Legal Issues Guide.*

Insurance. The following insurance considerations should be understood by parents, school administrators and employers:

- *Health/Life Insurance* - provided by student's family; however, employers are responsible for offering coverage for students in paid work site learning experiences if similarly classified employees are eligible for these benefits.
- *Automobile Accident Insurance* - provided by the student/parent (for travel to and from work site) unless transportation is provided by the district.
- *Accident/Liability Insurance* - Insurance for personal injury or property damage should be carried by the employer, school district, and family. Additional liability (malpractice) insurance may be advisable in the health care field.
- *Worker's Compensation* - Students participating in paid work site experiences are covered by worker's compensation and may be covered by the school district's policy or the employer. Students participating in non-paid work site experiences are not covered by worker's compensation, but if injured at the work site may be covered by the school district or businesses's liability insurance and/or their family insurance
- *Medical Treatment Waiver.* Parents sign a waiver for student's participation in a work site learning experience.

Sources of Funding. Possible sources of funding for providing service learning experiences include: local schools, the Nebraska Department of Education, Vocational-Technical Education, Tech Prep, School-to-Careers, Educational Service Units, local business and industry partner, etc.

Time Commitment. It is a short-term experience that varies from one hour, to several days, to as long as one year and can take place from the 7th through 12th grade, although the earlier the service learning projects begin the better.

Training Agreement/Training Plan. Agreements are signed by the student, parents, school coordinator, and employer that outline the responsibilities of all parties and describe the school site and work site competencies to be attained.

Transportation. Students and parents should provide transportation. In some cases, the school or school district may make transportation arrangements for students to and from the work site.

Wages. Student are not paid for participating in job shadowing experiences. Students may be paid stipends to apply toward future studies.

Service Learning Framework

Preparation consists of the learning activities that take place prior to the service itself. Prior to their service experience, students must understand what is expected of them, as well as what they can expect from the service project. Preparation components include the following:

- identifying and analyzing the problem
- selecting and planning the project
- training and orientation

Action is the service itself and needs to meet certain criteria. It must:

- be meaningful
- have academic integrity
- have adequate supervision
- provide for student ownership
- be developmentally appropriate

Reflection enables students to critically think about their service experiences. When students reflect on their experiences, they think about them, write about them, share them with others and learn from them. The reflection time is a structured opportunity for students to learn from their experiences. The can reflect through:

- discussion
- reading
- writing
- projects

Celebration is the component of service learning which recognizes students for their contributions. It also provides closure to an ongoing activity. Society needs to let young people know that their contributions are valued. There are many ways that this final component of service learning can be implemented:

- school assemblies
- certificates
- special media coverage
- pizza parties
- joint celebration with service recipients

Setting Up a Service Learning Experience

Identifying Potential Work Sites	For more detailed information on this subject, see the *Part III -Marketing and Work Site Development* section of this manual. The first step in setting up a community service learning experience is finding individuals and organizations who are willing to take on the responsibility of working with a student. Many districts mail interest forms to different organizations within the community to establish a pool of possible work sites. Students may also identify possible community service learning sites on their own. The community service learning program depends on the maintenance of a pool of potential work sites that match up with student educational and career objectives. Successful work sites are a valuable resource that can be utilized over and over again.
Placing Students	Student placement in community service learning experiences can be arranged by either the school or the student. Connecting students with work sites that will meet their needs and provide relevant experiences is the most important aspect of planning the community service learning experience. Organization staff will want to interview prospective volunteers to ensure a good match. Programs may allow students who are already involved with an organization that provides community service relevant to their studies to earn community service learning credit for their volunteer experience.

Setting Up a Service Learning Experience

Arranging Schedules	The work site supervisor and student should arrange a work schedule that is convenient for both of them. It is best if the schedule is consistent from week to week, so the work site can prepare meaningful community service experiences for the student and reinforce positive work habits.
Confirming Plans	The student should contact the work site supervisor to confirm arrangements and answer any questions he/she may have about the program.
Preparing Students	Students need to be thoroughly prepared before embarking on a community service learning experience. In addition to classroom preparation that focuses on career research and exploration and skills that will be applied at the work site, there are practical concerns to be addressed as well. Many district provide students with a community service learning experience handbook which contains a combination of the following: **Structured work experience agreements.** These agreements outline the responsibilities of both the work site supervisor and the student, as well as the purpose of and academic expectations for the service learning experience. Forms should be signed by the student, work site supervisor, and program coordinator. Parent/guardian signatures may be required for minor students. **Outline of dress and behavior expectations.** While classroom preparation for career exploration activities usually covers this information, it's good to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of dress code at each work site and discuss appropriate attire with students. Students should also be informed about sexual harassment issues. **Goals/Objectives worksheet.** Students, work site supervisors and program coordinators need to work together to develop a list of goals and objectives for the community service learning experience. List should include skills the student needs to acquire and/or practice and concepts the student needs to understand and apply. Goals/objectives should relate directly to classroom work and career development activities that the community service learning experience supports. **Checklist.** Give students a checklist which includes everything they need to do to prepare for the community service learning experience. Developing objectives, contacting organization staff, arranging schedules and transportation (if necessary) and doing background research are all possible checklist items. **Evaluation materials**. Students will be evaluated by their work site supervisors throughout the community service learning experience. Provide students with copies of the evaluation forms so that they can be informed about the basis of their evaluations. Ask students to evaluate their community service learning experiences, as well. Students should be encouraged to write or talk about their experiences as a means of better understanding what they have learned. Student evaluations of the program can also be helpful as an element of ongoing program improvement.
Preparing Work Site Supervisors	Work site supervisors must be thoroughly prepared for the community service learning experience, as well. Make sure that they are aware of everything that they are expected to do. Many districts prepare a handbook for work site supervisors which contains a combination of the following: **An overview of legal responsibilities**. There are many legal issues that work site supervisors need to be aware of, such as safety concerns and child labor, discrimination and sexual harassment laws. Make sure that work site supervisors understand their legal responsibilities and potential liabilities in advance. **Instructions for work with young people.** Many professionals are unaccustomed to the unique challenges of communication and working with young people. Remind work site supervisors that they may be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage hosts to provide as many learning experiences as possible.

Setting Up a Service Learning Experience

Preparing Work Site Supervisors (continued)

Activity suggestions. Remind work site supervisors that the purpose of the community service learning is to provide students with an environment where learning can take place in the context of community service. Encourage supervisors to allow students to participate in as many learning activities as possible, especially activities that offer an opportunity to develop workplace skills.

Checklist. Work site supervisors will probably find a checklist very useful. Checklist items might include: arranging meeting times, planning with program coordinator to insure that academic requirements are met, signing structured work experience agreements, arranging student workspace as appropriate, and informing students about organization policies and procedures.

Evaluation materials. Employer response to the community service learning program is essential for maintaining a successful operation. Provide employers with forms on which they can evaluate student participation, as well as the program itself.

Connecting the Classroom to the Work Site

It is important to make the community service learning experience meaningful by connecting it to classroom learning. Connecting activities can take many forms, and should take place at all stages of the experience.

Pre-experience Activities

- Students research the general career fields and specific organizations in which their service experiences take place
- Students write about their preconceptions and expectations related to the organization in which their experiences will take place
- Students prepare questions too ask their colleagues based on their research and writing
- Teachers emphasize practical applications of the concepts and skills they teach in class

On-site Activities

- Students learn actual job skills by participating in work-related activities
- Students observe practical applications of academic concepts
- Students work toward achieving individual goals and objectives

Seminars

Seminars provide students with opportunities to better understand their community service learning experiences and enhance their learning. Seminar schedules can vary from three meetings per term to as often as once a week. Curriculum can include:

- Job search skills and techniques, such as resume writing and interviewing skills
- How to develop goals and objectives
- Reflective assignments, such as weekly logs and journals
- Education on workplace issues such as: sexual harassment, workplace basics, managing conflict, responding to criticism, labor laws, discrimination, professionalism
- Workplace skills and techniques related to student placements
- Guest speakers
- Round-table discussions
- Collaborative learning activities
- Values clarification

Post-experience Activities

- Students write about the differences between their expectations and the realities of the workplace
- Students and teachers discuss the connections they see between classroom learning and the workplace
- Students continue their career research in light of what they have learned during the community service learning experience

LINCOLN SERVES AMERICA PROJECT

Students in the Lincoln Serves America project involving youth from the YWCA project, participated in a "Week Without Violence" activity, which focused on understanding interpersonal violence. The curriculum designed by the Nebraska Domestic Violence Sexual Assault Coalition served to increase understanding as well as sensitivity to this very important issue. Some projects completed were the painting of a mural at an activity center, involving art students from the high school. The mural of the pledge was painted at the center and was well enough done that it has remained at the center. The students also painted a fence that was covered with graffiti. About 50 students were involved in the "Week Without Violence" activity which included assembling community awareness mailers.

The youth were also involved in a "Toys for Tots" program that distributed toys through the Salvation Christmas Store and served over 2,500 families in the program. They also sacked poinsettias for the elderly shut-ins and helped deliver 80 plants.

Program Areas. All Areas
Grade Level. 6 - 12th Grades
Contact. Tami Damian, YMCA of Lincoln, 1432 "N" Street, Lincoln, NE 68508, (402) 434-3494.

THE MOST BEAUTIFUL PLACE IN THE WORLD PROJECT

The Ainsworth Family, Careers and Community Leaders of America (FCCLA), Future Business Leaders of America (FBLA), and the FFA wish to provide opportunities for their members to work in the community to make it a better place in which to live.

The teachers from all of Brown County's elementary schools read the book, *"The Most Beautiful Place in the World,"* to their students. The moral of this story is that the character's hometown is the most beautiful place in their world. The first and second graders drew pictures in art class of what they felt is the most beautiful place in their environment. The third graders drew a picture of what they thought was the most beautiful place in their home town. These pictures were made into quilts (with help from local quilters) and raffled off. The proceeds from the raffle went to buy trees and were planted in the community.

The fourth and fifth graders did six short environmental education units. They took turns taking disposable cameras home, taking pictures of something they liked about the community and something that could use improvement. From the pictures, feasible fix-up projects were selected and completed, such as playground improvement and trash pick up. The sixth graders wrote to the author of the book informing her of their projects. They also did historical interviews with the senior citizens in the rest home. These interviews were compiled into books which were distributed in the community.

The seventh and eighth graders wrote a story or poem of what they thought was the most beautiful thing about Brown County. These were compiled into books which were sold. The proceeds again were used to buy trees which were planted in the community. A video tape was made of all aspects of this project. A computer presentation was made as well as a homepage on the Internet.

The second part of the goal was to give computer training to some of the Senior Citizens in town by going to the Senior Center and the Retired Teachers Organization. This way the senior citizens gained computer skills while learning about the students in Brown County.

Program Areas. Agriculture Education, Business Education, Family and Consumer Sciences
Grade Level. 1 - 12th Grades
Contact. Glenna Prewitt, Ainsworth Community Schools, 520 East 2nd Street, Ainsworth, NE 69210, (402) 387-2082.

Sample Forms for Service Learning Projects

The forms on the following pages provide the structure required to make these opportunities a valuable experience for both the student and the employer.

TITLE	DESCRIPTION	PAGE #
STW Training Agreement	Agreement signed by the student, parents, school coordinator, and employer that spells out the responsibilities of all parties.	129
Insurance and Emergency Information	Insurance, medical, and family information for student.	130
Service Learning Project Training Plan	Describes the student competencies resulting from the service learning experience.	131
Business/ Community Organization Evaluation	Business/community organization representative's evaluation of the student's participation in the service learning project.	132
Student Observation/ Evaluation Report	Student observations and evaluation of their service learning experience.	133

SAMPLE

SCHOOL-TO-WORK TRAINING AGREEMENT

Student Name: ____________________ Telephone: ____________________
Street: ____________________ Date of Birth: __________ Social Security #: ____________________
City: ____________________ State: __________ Zip: __________
Parent's Name: ____________________ Address __________ State: __________ Zip: __________

Employer Name: ____________________ Telephone: ____________________
Employer Address: ____

Days per Week: __________ Hours per Day: __________ Hours __________ A.M. and __________ P.M.
School Name: ____________________ School Location: ____________________
Career Cluster: ____________________ Training/Occupation Title: ____________________

Work-Based Learning Activity: (Check all that apply)

☐ Youth Apprenticeship
☐ Preapprenticeship
☐ Registered Apprenticeship
☐ Clinical Work Experience
☐ Cooperative Education
☐ Field Trip
☐ Internship/Practicum
☐ Job Shadowing
☐ Mentorship
☐ Part Time Work
☐ Service Learning Projects
☐ WECEP
☐ Other ____________________
☐ Other ____________________
☐ Other ____________________

EMPLOYER'S RESPONSIBILITIES IN SCHOOL-TO-WORK. The employer agrees to place the trainee in the activity specified above for the purpose of providing occupational experience of instructional value. The activity will be under the supervision of a qualified supervisor and will be performed under safe and hazard free conditions. The trainee will receive the same consideration given employees with regard to safety, health, social security, general work conditions and other policies and procedures of the firm. The employer will adhere to all State and Federal Regulations regarding employment, child labor laws and minimum wages, and will not discriminate in employment policies, educational programs or activities for reasons of race, sex, color, religion, national origin, marital status, age or handicap. The student will not displace a regular worker.

STW COORDINATOR'S RESPONSIBILITIES IN SCHOOL-TO-WORK. The teacher/coordinator agrees to visit each trainee at the training station and will continue a close working relationship with the person to whom the trainee is responsible while on the job. The teacher/coordinator shall attempt to resolve any complaints through the cooperative efforts of all parties concerned. The teacher/coordinator will meet with each trainee's parent and/or guardian prior to placement and during the school year. The local education office will keep each trainee's Training Agreement on file for three (3) years.

PARENT'S/GUARDIAN RESPONSIBILITIES IN SCHOOL-TO-WORK. Parent and/or guardian agree for the student to participate in School-to-Work as provided by the public schools.

STUDENT'S RESPONSIBILITIES IN SCHOOL-TO-WORK: The trainee agrees to follow rules and guidelines established by the school, employer and coordinator with regard to hours of work, school attendance and reporting procedures.

HAZARDOUS OCCUPATIONS EXCEPTION. Will the student be involved in a hazardous occupation as defined under the Federal Child Labor guidelines? ______YES ______NO (If yes, complete the **Student Learner Exemption Agreement**.)

Parents agree to arrange transportation for their child to and from the work site. By signing this form they are giving permission for their child to receive emergency medical treatment in case of injury or illness. They also understand that school personnel will not be present when the student is at the site and will not be responsible for their child. All signatories agree to comply with the responsibilities specified in the training agreement.

____________________ Date __________
Student

____________________ Date __________
STW Coordinator

____________________ Date __________
Parent or Guardian

____________________ Date __________
Employer

____
Employer's Insurance Carrier

____
Carrier's Contact Person

SAMPLE

SCHOOL-TO-WORK
INSURANCE AND EMERGENCY INFORMATION

PERSONAL DATA

Student's Name ____________________ Birth Date ____________

Student's Home Address ____________________ City ________ State ___ Zip ______

Student's Social Security Number ______________ Home Phone ______________

School Name ____________ Address ______________ Phone __________

INSURANCE COVERAGE

Insurance Coverage	Yes/No	Family	School	Employer
Liability and/or Bonding	____	________	________	________
Workers' Compensation	____	________	________	________
Health/Accident	____	________	________	________

Name of H/A Ins. Co. ____________________ Insured __________ Policy # ________

NOTE: Please identify who is providing coverage by placing an (X) in the appropriate box.

STUDENT MEDICAL INFORMATION

List medical information about the student that would be helpful in case of an emergency.

Allergic to medications? ______ YES ______ NO

If yes, what medications? ____________________

List any allergies or other medical problems of the student. ____________________

____

FAMILY INFORMATION

Parent/Guardian Name ____________________ Work Phone ____________

Work Name/Address ____________________

Parent/Guardian Name ____________________ Work Phone ____________

Work Name/Address ____________________

Parent/Guardian Home Address ____________________ Home Phone ____________

Emergency Contact ____________________ Phone ____________

SIGNATURES

I consent for my child to receive emergency medical treatment in case of injury or illness. The information provided is accurate to the best of my knowledge.

Parent/Guardian's Signature ____________________ Date ____________

Student's Signature ____________________ Date ____________

Note: This form should be kept on file at school. If the student is participating in a STW activity, a copy should also be on file at the work site

SAMPLE

Service Learning Project
TRAINING PLAN

Student Name____________________ Social Security #____________ Age______

Home Address____________________ Home Phone____________ Birth Date______

Student's Career Objective______________________________

School-to-Career Coordinator________________________ Phone______

School/Address____________________________________

COMPETENCIES TO BE DEVELOPED

(List competencies the student will need to complete.)

COMPETENCY	Date of Evaluation
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

SIGNATURES

Instructor's Signature ____________________________ Date______

Student's Signature ____________________________ Date______

NOTE: **It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.**

SAMPLE

Service Learning Project

BUSINESS/COMMUNITY ORGANIZATION EVALUATION

Thank you for participating with the student from our school in his/her service learning project. In an effort to improve the service learning experience for employers and students we would appreciate your completing this evaluation.

Business/Community Organization Name:____________________
Representative's Name/Title:____________________
Student Name:____________________

1. Please indicate the level of interest demonstrated by the student.

   ☐ Not interested ☐ Moderately uninterested
   ☐ Somewhat interested ☐ Very interested

2. Did the student ask questions directly related to the application of skills required for completing the project?

   ☐ Yes ☐ No

3. Did the student ask questions about training/education required to complete the project?

   ☐ Yes ☐ No

4. Did the student have the opportunity to interact with more than one individual during the experience?

   ☐ Yes ☐ No

5. Did the student dress appropriately for the environment in which the project took place?

   ☐ Yes ☐ No

6. Please comment on the amount of time that was required for the project experience:

   Days:__________ Hours__________

   ☐ Too long ☐ About right ☐ Not enough time

7. What could have been done to help make the experience more meaningful for the student and/or other volunteers?

   ____
   ____

8. Would you participate in the Service Learning Program again?

   ☐ Yes ☐ No

Comments ____________________
____
____

Return to: Work Based Learning Coordinator____________________
School Address____________________City/State/Zip____________________

SAMPLE

Service Learning Project
STUDENT OBSERVATIONS/EVALUATION

Work Site____________________ Student____________________

Business Host____

Department____________________ Date____________________

Time Reported in at Site__________

Time Reported out at Site__________

1. Who was your service learning supervisor? ____________________

2. Was he/she prepared for the project? ____________________

3. How would you rate your service learning experience?

   ☐ Excellent ☐ Good ☐ Not Very Good

4. Describe your service learning experience ____________________

5. Write down one interesting thing you learned ____________________

6. What workplace skills did you learn? ____________________

7. What kind of training/education is necessary to complete the project? ____________________

8. Did the experience change your mind about your career plans?

   ☐ Yes ☐ No

9. Comments: ____________________

NOTE: Return to your Work Based Learning Coordinator

H. SUPERVISED AGRICULTURAL EXPERIENCE (SAE)

Overview

Since it's creation in 1917, the work based experience component called Supervised Agricultural Experience (SAE) has been the cornerstone of the Agricultural Education program. The program is composed of technical knowledge related to the diverse industry of agriculture offered through classroom/laboratory instruction, leadership instruction with application provided through the FFA, and work-based learning provided through the supervised agricultural experience program.

The purposes of SAE are:

- ✓ to provide practical application of classroom/laboratory instruction
- ✓ to explore career options
- ✓ to demonstrate employment skills and responsibility
- ✓ to demonstrate entrepreneurship skills
- ✓ to further develop knowledge and skills in their chosen occupational pursuit area
- ✓ to provide recognition for outstanding student accomplishments

Integral Part of Agricultural Education Program. SAE is one of the three integral parts (classroom/laboratory instruction, FFA and SAE) of a total program. **All** students enrolled in an agricultural education class must complete an SAE.

Performance Portfolio. All students must maintain an approved performance portfolio of their SAE experiences. This portfolio must include SAE financial records, documentation of skill development, references from employers/supervisors/mentors and personal resume.

Student Recognition. Award programs are provided through the FFA Organization to recognize outstanding SAE's through the Proficiency Award and Stars award programs. Students can earn scholarships, travel and partner with agribusinesses for internship and shadow experiences through these award programs.

SAE's are generally categorized in one of the following three areas:

- ✓ *Entrepreneurship*- actual ownership and management either in production agriculture or agribusiness. A mentor should be identified to provide guidance along with the agricultural education instructor and parents/guardians.
- ✓ *Placement* - work experience in either a paid or unpaid job in which students develop employability and occupational skills. A supervisor works with the instructor to monitor the SAE.
- ✓ *Experiential*- a program designed for students to job shadow, work with mentors, conduct research or create other plans to enhance their knowledge of the occupation and develop necessary skills. The individualized program is developed with the help of the instructor to provide meaningful experiences for the student.

Evaluation/Supervision. The local agricultural education instructor is responsible for supervision and visitation of each student and their SAE. On-site visitation of each student is required during summer SAE experiences.

Legal Issues. All state and federal child labor laws must be followed for learners under the age of 18. Special agricultural exemptions might apply to some situations. These requirements are defined in this manual, *Part IX - Nebraska Work Based Learning Legal Issues Guide.*

Insurance. The following insurance considerations should be understood by parents, school administrators and employers:

- *Health/Life Insurance* - provided by student's family; however, employers are responsible for offering coverage for students in paid work site learning experiences if similarly classified employees are eligible for these benefits.
- *Automobile Accident Insurance* - provided by the student/parent (for travel to and from work site) unless transportation is provided by the district.
- *Accident/Liability Insurance* - Insurance for personal injury or property damage should be carried by the employer, school district, and family. Additional liability (malpractice) insurance may be advisable in the health care field.
- *Worker's Compensation* - Students participating in paid work site experiences are covered by worker's

compensation and may be covered by the school district's policy or the employer. Students participating in non-paid work site experiences are not covered by worker's compensation, but if injured at the work site may be covered by the school district or businesses's liability insurance and/or their family insurance

- *Medical Treatment Waiver.* Parents sign a waiver for student's participation in a work site learning experience.

Time Commitment. The SAE is completed outside of regular class time and is usually year-long program. The length can vary from one semester to multiple years if the student is enrolled in agricultural education classes. Students may opt to continue their SAE until 3 years after high school if the retain active FFA membership. Students may qualify for awards and scholarships throughout this time.

Training Agreements/Training Plans. SAE are competency based and individually designed for each agricultural education student to achieve their career and personal goals. In the development of quality SAE programs, the agricultural education instructor and student together complete the Agricultural Experience Plan for the year. Students must also have an agreement outlining the terms of their employment, entrepreneurship or experiential SAE

Transportation. Students and parents should provide transportation. In some cases, the school or school district may make transportation arrangements for students to and from the work site.

Wages. Student-learners are paid in accordance with federal and state wage regulations.

Benefits of SAE Programs

Benefits For Students

- Develops occupational skills
- Makes classroom and laboratory instruction relevant
- Teaches problem solving techniques with real agricultural problems
- Teaches decision making skills
- Develops plans for career and personal life
- Develops human relations skills
- Develops record keeping abilities
- Provides experience in money management
- Assists in development of an employment portfolio

Benefits For Teachers

- Keeps instructional program practical and relevant
- Improves school-community relations
- Serves as a motivational tool
- Keeps the teachers and students in touch with new agricultural technology
- Promotes parental involvement and support of the agricultural education program
- Develops good public relations
- Enhances the FFA program

Benefits For Employers

- Provides a supply of experienced employees
- Keeps youth involved in the community
- Assists school in improving and updating education

Benefits for Agricultural Education Programs

- Strengthens the occupational emphasis by having students learn meaningful competencies
- Increases involvement in FFA activities and award programs
- Serves as a motivational tool for students to excel in the program
- Provides the basis for year-round instruction
- Provides greater emphasis on student instruction

Benefits For Communities

- Meets the community need for a well educated work force
- Provides leadership to carry out community activities
- Develops work ethics in youth
- Develops earning capacity in youth

Benefits For Agricultural Industry

- Provides leadership in implementing change
- Develops knowledge and a well-informed society
- Develops creative and critical thinking in youth

For a current set of forms and procedures used for SAE agreements, training plans, competency identification and performance portfolio, please contact:

Richard Katt
Director, Agricultural Education
Nebraska Department of Education
402-471-2451

I. WORK EXPERIENCE CAREER EXPLORATION PROGRAM (WECEP)

Overview

A Work Program for At-Risk 14- and 15-Year Olds

WECEP is a school-supervised **Work Experience and Career Exploration Program** for underachieving 14- and 15-year olds. The program is aimed specifically at motivating dropout-prone youth to become reoriented toward education and better prepared for the world of work. WECEP is considered to be both preventive and preparatory in nature. It is preventive in that it encourages youth to remain in school through a career-oriented educational program designed especially to meet the participant's needs, interests, and abilities; it is preparatory in that it provides occupational skills through part-time work experience and aids individuals in their career decision making processes.

Background. In the early 1960's, national concern was focused on the problems of teenaged youth who were disadvantaged, disillusioned, school alienated, and destined to become unemployable school dropouts. In 1968, state school and social reform leaders felt that the concept of school work-experience programs, that had proven so successful in salvaging disoriented dropout-prone 16- to 18-year old youth, could be adapted to meeting the urgent needs of 14- and 15-year olds. The Secretary of Labor amended Child Labor Regulation 3 to provide for the operation of an experimental school-supervised and school-administered Work Experience and Career Exploration Program. The findings from three-year experimental programs revealed that students reduced absences, improved attitudes toward school, gained motivation and employability skills, and received better grades. There was also improvement in the student's feeling of self-worth and pride in his/her ability to cope safely with the demands of society and the world of work.

Evaluation. Work site evaluation of the student-learner's performance will be conducted by the employer and discussed with the student by the employer and school coordinator to assess progress towards attainment of established competencies. School personnel will conduct regular on-site visits to monitor the student-learners progress.

Legal Issues. All state and federal child labor laws must be followed for learners under the age of 18. These requirements are defined in this manual, *Part IX - Nebraska Work Based Learning Legal Issues Guide*.

Insurance. The following insurance considerations should be understood by parents, school administrators and employers:

- *Health/Life Insurance* - provided by student's family; however, employers are responsible for offering coverage for students in paid work site learning experiences if similarly classified employees are eligible for these benefits.
- *Automobile Accident Insurance* - provided by the student/parent (for travel to and from work site) unless transportation is provided by the district.
- *Accident/Liability Insurance* - Insurance for personal injury or property damage should be carried by the employer, school district, and family. Additional liability (malpractice) insurance may be advisable in the health care field.
- *Worker's Compensation* - Students participating in paid work site experiences are covered by worker's compensation and may be covered by the school district's policy or the employer. Students participating in non-paid work site experiences are not covered by worker's compensation, but if injured at the work site may be covered by the school district or businesses's liability insurance and/or their family insurance
- *Medical Treatment Waiver*. Parents sign a waiver for student's participation in a work site learning experience.

Sources of Funding. Possible sources of funding for cooperative education program activities include: local schools, the Nebraska Department of Education, Vocational-Technical Education, Tech Prep, School-to-Careers, Educational Service Units, local business and industry partner, etc.

Time Commitment. This experience lasts from one semester up to one school year. Students receive school credit for their in-class instruction and for their on-the-job training. Students may work during school hours, which is an exception to the Fair Labor Standards Act specifically for at risk 14- and 15-year olds.

Training Agreement/Training Plan. Agreements that outline the responsibilities of all parties and describe the school site and work site competencies to be attained are signed by the student, parents, school coordinator, and employer .

Transportation. Students and parents should provide transportation. In some cases, the school or school district may make transportation arrangements for students to and from the work site.

Wages. Student-learners are paid in accordance with federal and state wage regulations.

WECEP Guidelines/Application

A copy of the WECEP Guidelines/Application is provided on the following page. To obtain help in completing the application, please contact the WECEP Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 6809-4987, 402-471-0948.

WECEP
Nebraska Guidelines and Application
Work Experience & Career Exploration Program

School ______________________________ Date ______________________

Person Completing Application: ______________________ Phone # ______________________

CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct and complete and that the agency named below has authorized me, as its representative, to file this application:

Legal Name of Local Education Agency	Signature of Local Education Agency Superintendent Date

APPROVAL

Recommended for approval by:

State WECEP Director Date Nebraska Department of Education	Director of Vocational/Technical Education Date Nebraska Department of Education

Program approval for WECEP is on a one-year basis with renewal optional. To sustain approval, written approval for renewal must be made prior to June 30 of each year.

Send completed application to:

Carol Jurgens
WECEP Director
Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509
402-471-0948
cjurgens@nde4.nde.state.ne.us

6/98

Overview

A Work Program for At-Risk 14- and 15-Year Olds

WECEP is a school-supervised **Work Experience and Career Exploration Program** for underachieving 14- and 15-year olds. The program is aimed specifically at motivating dropout-prone youth to become reoriented toward education and better prepared for the world of work. WECEP is considered to be both preventive and preparatory in nature. It is preventive in that it encourages youth to remain in school through a career-oriented educational program designed especially to meet the participant's needs, interests, and abilities; it is preparatory in that it provides occupational skills through part-time work experience and aids individuals in their career decision making processes.

Background. In the early 1960's, national concern was focused on the problems of teenaged youth who were disadvantaged, disillusioned, school alienated, and destined to become unemployable school dropouts. In 1968, state school and social reform leaders felt that the concept of school work-experience programs, that had proven so successful in salvaging disoriented dropout-prone 16- to 18-year old youth, could be adapted to meeting the urgent needs of 14- and 15-year olds. The Secretary of Labor amended Child Labor Regulation 3 to provide for the operation of an experimental school-supervised and school-administered Work Experience and Career Exploration Program. The findings from three-year experimental programs revealed that students reduced absences, improved attitudes toward school, gained motivation and employability skills, and received better grades. There was also improvement in the student's feeling of self-worth and pride in his/her ability to cope safely with the demands of society and the world of work.

Paid Work. WECEP students placed at work experience sites ***must*** be paid. There are no student wage exemptions for WECEP participants. Business and industry governed by state or federal wage laws must pay WECEP students the prevailing wage applicable to other beginning employees. A training wage may be available to qualified employers.

Employment Certificates. Nebraska Child Labor Laws require employers to obtain Employment Certificates before they can employ minors 14 or 15 years of age. Local Education Agencies must obtain an Employment Certificate from the Nebraska Department of Labor before any WECEP student begins on-the-job experiences.

Federal Child Labor Law - Special Provisions For 14- And 15-year Olds Under WECEP

- *School Days* - student may work a maximum of 3 hours/day and 23 hours/per week any time between 7 am and 7 pm.
- *Non-School Days* (June 1 - Labor Day) - student may work a maximum of 8 hours/day and 40 hours/week between 7 am and 9 pm.
- Employer will observe all laws and regulations, both State and Federal, pertaining to the employment of minors.
- Student-learner must by covered by Worker's Compensation Insurance.
- The employment of minors enrolled in a program approved pursuant to the requirements of WECEP may be permitted in all occupations **except** the following:
    (1) manufacturing and mining
    (2) occupations declared to be hazardous for the employment of minors between 16 and 18 years of age
    (3) occupations in agriculture declared to be hazardous for minors below the age of 16.

Posting of Student Names. Two separate lists of WECEP students should be maintained by the employer, one list on file and one conspicuously posted near the principal entrance of the building (Nebraska Public Law 48-302).

Student I.D. Card. Each student should carry an I.D. card at all times. The card should provide pertinent information about the student and the hours the student will be away from school.

Sample WECEP I.D. Card

Name Age____________

Address________________ Soc. Sec. #__________________________

Student permission to be off campus during the following hours:

Mon. ____ Tues. ____ Wed. ____ Thurs. ____ Fri. ____

____ Signature of Student
____ Signature of Principal
____ Teacher-Coordinator

WECEP Application. To become eligible to offer WECEP to at-risk youth in Nebraska, a Local Education Association (LEA) must complete and submit this application for approval to the WECEP Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 6809-4987.

Directions for Submitting Application

1. Complete and forward *two* copies of this application to the WECEP Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987. Retain one copy at the Local Education Association.

2. Obtain an original signature on page 11 of both copies.

3. Make application for Employment Certificates and file with Ray Griffith, Child Labor Office, Nebraska Department of Labor, 1313 Farnam Street, Omaha, NE 68102.

NEBRASKA WECEP STANDARDS

Standards for establishment of WECEP in Nebraska schools have been established in the following areas: (1) local WECEP goals/intent,(2) school eligibility, (3) school facilities, (4) student enrollment requirements, (5) instructional program, (6) teacher-coordinator qualifications/responsibilities, (7) student transportation, (8) written training agreements, (9) written training plans, (10) certification by local education agency. Applications must include a written plan in each of the nine standards listed below:

PART I - LOCAL WECEP GOALS/INTENT

The purpose of WECEP is to assist 14- and 15-year old students who are potential dropouts toward successful completion of a high school program. WECEP emphasizes vocational orientation and work experiences that promote well-adjusted, educated, productive, and responsible citizens.

Each Work Experience and Career Exploration Program operating shall not interfere with regular schooling or the health and well-being of those minors involved.

Please define the goals or explain the intent for starting WECEP.

PART II - SCHOOL ELIGIBILITY

WECEP is available to schools that operate at least two vocational education programs or can provide assurance that there will be cooperative education available in the upper grades upon completion. Schools considering WECEP should have a well-planned program of career guidance services to help maintain student interest.

Please list vocational education offerings or include a statement of the vocational courses to be offered and the school year in which they will be established.

PART III - SCHOOL FACILITIES

An adequate classroom must be furnished by the school for WECEP. The classroom should contain student table/desks, chairs, writing boards, bulletin boards, and storage and filing cabinets. Adequate consumable supplies and instructional materials must be available in the classroom. A telephone located within or immediately adjacent to the classroom is desirable for student placement and follow-up communication by the teacher-coordinator.

Please describe the classroom facility.

PART IV - STUDENT ENROLLMENT REQUIREMENTS

Students selected for WECEP should be identified as at risk, potential school dropouts. Any student above 14 years of age prior to September 1 or 15 years of age prior to October 1 may be considered for enrollment in WECEP. Student identification should be made through the joint efforts of guidance counselors, administrators, and teachers.

Characteristics which may also be used to help determine eligible WECEP participants are:

1. Two or more years behind grade level in basic skills.
2. Failure of one or more school years.
3. Poor school attendance or frequent tardiness.
4. Performance consistently below potential.
5. Negative attitude toward school, work, and/or society.
6. Behavior problems requiring disciplinary measures.
7. Friends not school-oriented or from different peer group.

The general purpose of the program is to help the student improve self-concept, develop positive attitudes toward education and work, explore career options, gain minimum entry-level work skills and continue an educational program. Among other achievements, the students should improve their grades and attendance records and have fewer discipline problems.

Describe or list enrollment procedures used by the LEA in student selection for WECEP.

PART V - INSTRUCTIONAL PROGRAM

Classroom. Related instruction taught by a teacher-coordinator shall be carried on for a minimum of one regular class period per day. Instruction shall be both general and individualized to include career exploratory activities, employability skills, job adjustment and job performance information, and specialized tutoring which is imperative in carrying out work tasks in a safe manner. Students must be integrated into at least two other regular classes taught by teachers other than the WECEP coordinator.

On the Job. In addition to the classroom instruction, each WECEP student shall receive paid work experience of not more than 23 hours in any one week when school is in session and not more than three hours on a school day, any portion of which may be during school hours. This work experience shall be supervised by the related class teacher-coordinator and comply with existing applicable labor laws (see Records and Reports and Labor Regulations).

Credit. WECEP participants shall receive equal amounts of school credit for both the related class and on-the-job experience. The teacher-coordinator shall make the final decision regarding grades.

EACH WECEP COORDINATOR SHALL INSTRUCT AND COORDINATE NO MORE THAN 25 STUDENTS. ANY DEVIATION FROM THIS STANDARD MUST BE APPROVED PRIOR TO THE BEGINNING OF THE PROGRAM.

Attach a course outline for the related class being taught by the teacher-coordinator. Indicate separately the amount of credit being granted for the related class and work experience. Also attach a Statement of Assurance that no student will be employed in a position that displaces a regular worker employed in the establishment of the employer.

PART VI - TEACHER-COORDINATOR QUALIFICATIONS

Work Experience and Career Exploration Programs must be under the supervision of a qualified teacher-coordinator. Teacher-coordinator responsibilities include coordinating the work and education aspects of WECEP and making regularly scheduled visits to the students' work sites.

Qualifications of the Teacher-Coordinator

The minimum qualifications for teacher-coordinators of WECEP shall be as follows:

1.	Education	A teacher-coordinator must possess a valid Nebraska Teaching Certificate and have vocational approval in one of the discipline areas of Vocational Education. The course "Coordination Techniques" shall be part of the specialized training for WECEP teacher-coordinators.
2.	Teaching Experience	A minimum of two years of successful teaching experience is required.
3.	Occupational Experience	A teacher-coordinator should have at least two years of recent full-time employment or the equivalent in accumulated part-time employment in their vocationally approved field.
4.	Personal	WECEP teacher-coordinators shall have an interest in working with dropout-prone youth and community employers who cooperate with the program.
5.	Professional	Continued professional development through inservice education conferences and/or institutes is encouraged. Emphasis shall be placed on serving students with academic difficulties and/or socioeconomic or cultural differences.

General Duties of the Teacher-Coordinator

1. Selects students in accordance with eligibility requirements.
2. Teaches related class.
3. Secures training stations.
4. Conducts home visitations.
5. Develops objectives, units of instruction, training agreements, and evaluative instruments.
6. Arranges transportation and coordinates job sites.
7. Conducts follow-up visits to job sites on a regularly scheduled basis.
8. Assists students in obtaining necessary documents for work (e.g., Social Security Card).
9. Maintains record of students' training agreements, training plans, coordination visits, performance evaluations, and wage reports.
10. Serves as a liaison between the school and business and industry in the community.

> **Sufficient coordination time should be provided for the teacher-coordinator to conduct onsite visits at least once per month. The timing should be flexible to allow the coordinator to become acquainted with the person to whom the student is responsible while on the job and to occasionally observe the student working.**

Attach listing of the teacher-coordinator's qualifications and a daily teaching/coordination schedule.

PART VII - STUDENT TRANSPORTATION

Insurance liability issues arise in work-based learning activities because students are required to leave school premises in order to continue learning at the workplace. Schools should seek legal advise on issues regarding transporting students. Since students are under the legal age to obtain a valid driver's license, the student's parents/legal guardian will have primary responsibility for providing transportation.

Describe the steps to insure adequate and protective transportation for WECEP students to and from the job.

PART VIII - WRITTEN TRAINING AGREEMENT

No student shall participate in WECEP until there has been a written training agreement signed by the teacher-coordinator, the employer, the student, and the parent or guardian. A copy of the written training agreement must be kept on file by the employer, parent/guardian, student, and teacher-coordinator .

Attach sample copy of training agreement.

PART IX - WRITTEN TRAINING PLAN

A training plan should be developed for each student-learner. The plan should indicate activities, skills and knowledge in which the individual should become competent in order to successfully obtain the career/occupational objective. The plan should provide a reasonably specific direction for the student's on-the-job activities and the level of mastery expected from the student/learner. Documentation must be included concerning who provides safety instruction (school or employer).

Attach sample outline of training plan to this application.

WECEP Information and Sample Forms

TITLE	DESCRIPTION	PAGE #
Child Labor Law Special Provisions for 14- and 15-Year Old At Risk Students	Explains the conditions under which a student may be employed under the WECEP provision of the Fair Labor Standards Act.	148
Occupations Prohibited or Permitted for WECEP Student-Learners	14- and 15-year old students enrolled in a WECEP program are allowed to work in some occupations that are prohibited for 14- and 15-year olds not in the program.	149
Sample Training Agreement	Example of a training agreement that contains the elements that must be included in such an agreement.	151
Sample Training Agreement Lincoln Public Schools	Training Agreement used by Lincoln Public Schools	152
Sample Training Plan Lincoln Public Schools	Example of a Training Plan used by Lincoln Public Schools.	153
Home Visitation Reports	Home visitations are highly recommended as a method of involving parents and keeping students focused on their goals.	155
Student-Learner Wage Record	Completed by student-learner to ensure that the hours worked are within state and federal wage and hour guidelines and child labor laws.	156
Teacher/Coordinator Visitation Record	Teacher/Coordinator visits to the employment site for WECEP students should be conducted frequently.	157
Coordinator's Rating of OTJ Work Experience	Teacher/Coordinator evaluation of student performance on the job.	157
Employer's Rating of OTJ Work Experience	Employer evaluation of student performance on the job.	159

Child Labor Law
SPECIAL PROVISIONS FOR 14- AND 15-YEAR OLD WECEP STUDENT-LEARNERS

The Work Experience and Career Exploration Program (WECEP) includes special provisions that permit 14- and 15-year old STW enrollees to be employed during school hours and in occupations otherwise prohibited by regulation.

WECEP is designed to provide a carefully planned work experience and career exploration program for 14- and 15-year old youths, including youths in STW programs, who can benefit from a career-oriented educational program. WECEP is designed to meet the participants' needs, interests and abilities. Among other things, the program helps dropout-prone youths to become reoriented and motivated toward education and helps to prepare them for the world of work.

A state education agency with a school-to-work program may obtain approval from the Department of Labor for STW enrollees participating in WECEP to be employed:

- any time during school hours,
- up to 3 hours on a school day,
- up to 23 hours during a school week,
- under variances granted by the Wage and Hour Administration that permit employment of WECEP participants in otherwise prohibited activities and occupations.*

Any representative of the Governor who is interested in establishing a WECEP may forward a letter of application to the Administrator of the Wage and Hour Division, U.S. Department of Labor, Room S3502, 200 Constitution Avenue N.W., Washington DC 20210. The provisions for WECEP are set by Regulations 29 CFR Part 570.35a. Approval to operate a WECEP is granted by the administrator of the Wage and Hour Division for a two-year period.

*Note: **Regulations do not permit issuance of WECEP variances in manufacturing, mining, or in any of the 17 hazardous occupations orders.**

420

OCCUPATIONS PROHIBITED OR PERMITTED FOR WECEP STUDENT-LEARNERS

INDUSTRY	PERMITTED	PROHIBITED
Manufacturing	None	All manufacturing activities Canning operations Bottling operations
Mining	None	All mineral extractions Quarrying Open pit mining Drilling for water
Workrooms and Workplaces	None	All work performed in workrooms or workplaces where goods are manufactured, mined, or otherwise processed (except as permitted in retail, food service, and gasoline service establishments)
Laundries	Clerical or office Store clerks Counter workers Clean-up work in office or store areas	All processing activities List, sort, mark in-coming laundry Sort, fold clean articles Package and wrap bundles Assembling laundry Loading, unloading machines Clean-up work around machinery
Transportation	Clerical or office sales Selling tickets at terminal In retail food service Gasoline service establishment Dispense gasoline and oil Wash and polish cars Courtesy services (Cleaning windshields) Checking oil Errand and delivery work on food Bicycle or public transportation	All operations performed on trains, aircraft vessels, motor vehicles, or other media Loading, unloading goods from truck Shoveling salt into hold of vessels Hooking up cars in washes Driving cars, trucks, etc. Drivers helper Catching seafood on boat Selling sandwiches on train Work involving use of pits, racks, or lifting apparatus at gas stations Changing truck tires
Warehousing and Storage	Clerical or office Sales Ticket or tag operations at tobacco auction	All duties performed in warehouses Order filling in warehouse Packaging Shelving Stock-clerk operations Clean-up work
Communication and Public Utilities	Clerical or office Sales	Switchboard operator Clean-up work Record turntable operator Lineman for telephone company

INDUSTRY	PERMITTED	PROHIBITED
Construction	Clerical or office Sales (not performed at construction site)	All construction of buildings, bridges, viaducts, piers, highways, streets, airfields, pipelines, railroads, sewers, tunnels, waterworks, river and harbor projects, dams Surveying crew work Demolition work Plumbing Carpentry Electrical work Engineering Boiler room work All repair and maintenance work Painting Hazardous occupations in the seventeen orders are prohibited
Operating or Tending Hoisting Apparatus or Power-Driven Machinery	Operating office machines in retail, food service, or gasoline service establishments Operating, tagging, machines ticketing Dumb waiters Vacuum cleaners Floor waxers, dish-washers, toasters, popcorn poppers, milk shake blenders, coffee grinders	Operating elevator Operating power-driven machines Operating power-driven lawn mowers and cutters Operating, setting up, adjusting, cleaning, oiling, or repairing food slicers and grinders, food choppers and cutters, and bakery type mixers
Food Processing	In retail food service establishment Cooking at soda fountains, lunch counters, snack bars or cafeteria serving counters Cleaning vegetables and fruits, wrapping, sealing, labeling, weighing, pricing, stock goods Host/Hostess Waiter/Waitress Bussing Counterman Pot washer Silverman Glasswasher Dishwasher Pantryman Salad maker Food checker Clean-up work	Preparation of fish by washing, scaling, skinning, filleting, or brining Shrimp heading or pealing Crab processing-cooking, steaming, grading, packing, and picking Oyster shucking, grading, draining, cleaning, packing, icing Poultry and game killing, plucking, singeing and drawing, freezing, brining and smoking Fruits, vegetables, meat or seafood Checking and baking in restaurant, kitchens, and bakeries Butchering and meat preparation Work in freezers or meat coolers Bussing in rooms where alcohol is served or consumed
Public Messenger Work	None	Public messenger service
Window Washing	None	In retail, food service and gasoline service establishments Outside window washing from sills All work requiring use of ladders, scaffolds, or their substitutes

Sample

WECEP
TRAINING AGREEMENT

Student's Name________________________ Birth Date______ Age______ Social Security #________

Student's Address____ Telephone_________

Name of School____ Telephone_________

Name/Address of Work Site________________________________ Telephone_________

Name of Employer________________________ Title________________________

Dates of Training Period: From________________ To________________

Average # of hours to be worked by the student: Per Day_______ Per Week______

Working Conditions

- School Days - student may work a maximum of 3 hours/day and 23 hours/per week any time between 7 am and 7 pm.
- Non-School Days (June 1 - Labor Day) - student may work a maximum of 8 hours/day and 40 hours/week between 7 am and 9 pm.
- Employer will observe all laws and regulations, both State and Federal, pertaining to the employment of minors.
- Student-learner must by covered by Worker's Compensation Insurance.

Supervision

- Student will be placed on the job for the purpose of providing work experience and career exploration and will be given work of instructional value.
- School's teacher-coordinator should be admitted to the employer's premises whenever needed for observation and evaluation. The teacher-coordinator shall conduct these observations with a minimum of interference to the business.
- Teacher-coordinator will visit the student's parent or guardian during the school year.

Responsibility

- Student shall be subject to all business regulations applying to other employees.
- When absent, the student will also call his/her employer to acknowledge the absence and call the teacher-coordinator by 10 a.m.
- On days when he/she misses school, the student will not be able to work.
- WECEP students will carry only one part-time job—the WECEP job.
- Student shall follow policy and the instruction of the supervisor at all times.
- All complaints about the student shall be referred to and adjusted by the teacher-coordinator.
- Student may not change work sites without approval of the teacher-coordinator.

This agreement may be terminated by the employer or teacher/coordinator at any time after consultation between the teacher-coordinator, employer, and student.

It shall be agreed that parties participating in this program will not discriminate in employment opportunities on the basis of race, color, sex, national origin or handicap.

SIGNATURES:
Student________________________ Parent or Guardian________________________

Employer________________________ Title________________________

Teacher-Coordinator________________________ Date________________________

Sample

WECEP
TRAINING AGREEMENT
Lincoln Public Schools

Work Experience & Career Exploration Program (WECEP) Training Agreement

Student-Learner ______________________________ Social Security # ________________________

Employer ______________________________ Supervisor ________________________

Address ______________________________ Telephone # ________________________

Name of Related Course ____

Student's Behavior Plan and Job Description:

Duration of Training Period: ____________ 1st Semester ____________ Second Semester 19_____ - 19_____

The undersigned agree as follows:

(1) The student-learner will: consider his/her job experiences as contributing to his/her future career objectives; and
(2) perform his/her job responsibilities and classroom responsibilities thoroughly; and
(3) comply with and be subject to both employer work rules and the rules and standards in the School Districts, "Responsibilities of Students," when on the employer's work site, and when engaged in WECEP - related activities; and
(4) report for work at the job-site only on days when he/she has been in attendance at school.

The employer and supervisor will recognize that close supervision of the student - learner will be needed. He/she will:

(1) provide part-time employment for a minimum average of 15 hours weekly; and
(2) provide compensation to the student - learner at a rate in conformance with Federal and State law; and
(3) abide by the Federal Child Labor Requirements in Non-Agricultural Occupations as outlined in Child Labor Bulletin 101 which the employer acknowledges receiving; and
(4) consult with the teacher/coordinator on any major problems concerning the performance of the student-learner; and
(5) ensure a safe working environment at all times and provide workers compensation coverage to the student-learner, and
(6) provide specific safety instruction to be at the job site. (LPS will provide general safety instructions)

The WECEP Coordinator will provide the student-learner with information directly related to the student's job activities and career planning, will suggest to the employer/supervisor methods of supervising the student-learner, will seek the input of the employer/supervisor when evaluating the student-learner, will assist the employer with training problems pertaining to the job, and will provide the employer/supervisor with a current copy of Child Labor Bulletin 101.

The parent/legal guardian:

(1) agrees that transportation is the responsibility of the parent/legal guardian and the student-learner; and
(2) authorizes participation in the program by the student-learner.

It is agreed that parties participating in this program will not discriminate in employment or educational opportunities on the basis of race, sex, national origin or handicap. No student will be employed in a position that displaces a regular worker.

______________________________ ______________________________
Employer date WECEP Coordinator date

______________________________ ______________________________
Student date WECEP Coordinator date

______________________________ ______________________________
Parent/Guardian date WECEP Coordinator date

Sample

WECEP
TRAINING PLAN
Lincoln Public Schools

The following sample Training Plan was submitted by Lincoln Public Schools for their WECEP Program.

The student's training plan will include school based and work based aspects. The following planning components are work based and specific to the student's employment.

Technical and Workplace Readiness Skills. The student will be expected to perform diligently the work experiences assigned by the employer. These experiences will enable the student to improve their technical skills related to the work site tasks they have been assigned. Besides an emphasis on specific technical skills, the employer and school staff will work in cooperation to help the student improve their work readiness skills. Work readiness skills include but are not limited to the following characteristics.

- promptness
- initiative
- dependability
- honesty
- persistence in completing tasks
- willingness and ability to learn new tasks
- ability to follow directions

Attendance/Grades. The student will be expected to maintain regular school attendance and sustain passing grades in each of the courses in which they are enrolled during the time of their employment. On school days where the student is not in attendance for their classes they will not be allowed to report to their work site to carry out their employment tasks.

Employer/School Communication. The WECEP coordinator and the employer will communicate frequently about issues related to the student's employment. The employer will be provided a copy of the student's behavior plan and be given ideas about how to help the student achieve their goals. At the place of employment, the student will not be asked to complete any employment tasks that are considered to be hazardous as defined by the U.S. Department of Labor.

The following information will be documented on the training agreement in the Job Description section.

- Daily and weekly hourly work schedule
- Hourly wage
- Dates for beginning and ending employment

Sample Fictional Case. The following fictional case illustrates how the plan might work for selected students.

> Scott is a 14-year old 8th grader. He dislikes all of his teachers except his science teacher. Science is enjoyable to him because he can move around the room and often have an opportunity to complete hands-on projects. Also, he is interested in plants, trees and things that grow. Unfortunately, most of Scott's classes don't allow as much physical movement, interaction with other students, or hands-on activities as his science class. As a result, Scott's behavior, to the frustration of his teachers, has been consistently inappropriate. His level of tolerance for other students has decreased and he has been involved in several fights during the semester. Scott admits not liking his teachers because his perception is,"they are always picking on me." A review of Scott's discipline file showed that he had been in three fights in the last month and received at least one behavior referral or "time-out" per day over the same period of time. In a recent conference with the principal, Scott said, "I don't even want to be in this school—kick me out." Scott is failing all his classes except science and physical education.
>
> A conference for Scott was held to organize an educational plan. Present were Scott, his mother, the principal, a counselor, and an eighth grade team leader. Following is a summary of the meeting.
>
> - Scott continues to like science and his science teacher.
> - Scott's behavior problems have escalated.
> - Scott feels that he is constantly being watched at school—and feels that most adults are waiting for him to create problems.

Sample Fictional Case (cont.)

- Scott and the adults agreed that conflicts have developed when Scott has over reacted to comments or the actions of others. He admits that he sometimes is offended even when others have not tried to be confrontational.
- Many of the disagreements have been initiated by comments that Scott has made.
- Most of the problems have occurred at noon or in classes following lunch.

Behavior Goal

- Interact with others in a way that is appropriate.

Behavior Plan

- Use a pre-planned "I statement" as a response to others when feeling threatened.
- Initiate at least one positive interaction with someone else per day.

Intervention

- Reduce schedule to three class periods per day. The classes will include CCC, science, and physical education. Scott's schedule will be rearranged so his classes are all int he morning. He will walk to school and begin with CCC, which will be scheduled for second period. By coming late, Scott will be able to avoid the large group of students around the building before school. Scott's mother will pick him up after physical education, which is right before lunch. Scott will eat lunch at home.

- Enroll Scott in the WECEP program. Participation in the WECEP program and employment experience will enable Scott to use his interests and strengths to help him achieve his Behavior Goal.

- Scott will complete his science and CCC homework from 1:00 to 2:00.

- Scott's mother will use her PM break time to pick up Scott and take him to a part time job at a local nursery. He will work from 2:30-4:30 each day. By being at work until 4:30, Scott will miss the large group of students around his neighborhood and minimize the chance of an after school fight.

- Scott's supervisor at work will be given a copy of this plan.

- As Scott makes progress toward the behavior goal, additional classes will be added back into his class schedule. The goal will be for him to again be a full time student.

Lincoln Public Schools

426

Sample

WECEP
Home Visitation Reports

Duties and Responsibilities of the Parents

Parental interest and cooperation is a vital part of the WECEP program; it is, therefore, essential that they understand their role. They should be encouraged to impress upon their son or daughter the importance of regular attendance not only in school but on the job.

All WECEP students must present written parental permission to participate in the program. This form should be kept in the student's file.

Home Visitations

Before the visit:

1. Write a letter confirming the visit.
2. Know something about the family.
3. Take program brochures.

During the visit:

1. Try to get parents to do most of the talking.
2. Discuss program rules and regulations
3. Encourage participation in youth group activities.
4. Invite parent to visit the classroom and see the school facilities

HOME VISITATION FORM (Record only after visit)

Student Name______________________________Class____________________

Parent or Guardian____
(circle one)

Relationship (if not parents)____________________________________

Home Address ____

Date/Time of Visit____

Comments:

Sample

WECEP
Student-Learner Wage Record

Student Learner ______________________ School ______________________ Semester ________

Occupation ______________________ Beginning Wage (per hour) ______________________

Training Station ________________ Social Security No. ______________________

Accumulative Record of Hours Employed and Earnings

Period Ending	Number of Hours	Gross Earnings	State Income Tax	Federal Income Tax	Social Security	Net Earnings
Grand Total						

Sample

WECEP
Teacher-Coordinator Visitation Record

Employer________________________________ Contact Official_______________________

Student-Learner________________________________ Date/Time of Visit________________

Points to Observe:

1. Conditions surrounding the place of business:

2. Attitude of workers toward teacher-coordinator and student:

3. Specific operations in which student is engaged:

4. Immediate related subject matter needed:

5. Personal appearance of the student:

6. Apparent interest of student in work:

7. Apparent interest of employer in student:

8. Apparent interest of sponsor in student:

Comments Received:

Notes:

Sample

WECEP
Coordinator's Rating of On-the-Job Work Experience

Student-Learner____________________ Employer____________________

Supervisor______________________________ Date____________

Discuss the student's performance with his/her supervisor and record in the appropriate box.

CHARACTERISTIC	Excellent	Above Average	Average	Below Average	Poor
Attendance					
Progress on the Job					
Dependability					
Honesty					
Relations with Other People					
Appearance					
Initiative (self-starter)					
Takes Care of Equipment					
Practices Safety Daily					
Asks Questions					
Follows Directions					
Attitude Towards Work					
Overall Rating of Student					

Additional Comments:

430

Sample

WECEP
Employer's Rating of On-the-Job Work Experience

Student/Learner ______________________________ Date ______________________

Initial Employment Date __________ Rating Period: From ______________ To ________________

QUALITIES	(A) Excellent	(B) Good	(C) Fair	(D) Poor	EXPLANATION OF RATING
ATTENDANCE					Consider days absent from work and student's care to notify in advance when unavoidably absent.
PUNCTUALITY					Tardiness
APPEARANCE					Neatness, cleanliness, appropriateness of dress.
ATTITUDE					Relationship with others, attitude toward constructive criticism, and enthusiasm for work.
INITIATIVE					Ability to anticipate things to do and resourcefulness.
COOPERATION					Willingness to work with others.
DEPENDABILITY					Ability to accept responsibility and follow a job through to completion.
ADAPTABILITY					Quickness to learn and to retain instructions for duties.
JUDGMENT AND COMMON SENSE					Ability to reach sound decisions and to handle unusual situations.
QUALITY OF WORK					Accuracy and thoroughness of work.

Have you discussed this employee's progress with him/her? Yes__________ No__________

COMMENT OR SUGGESTIONS:

DATE______________ SUPERVISOR'S SIGNATURE________________________________

BIBLIOGRAPHY

ACT Career Planning Program (CPP) Six Job Clusters, American College Testing, 2201 North Dodge Street, Educational Services Division, Iowa City, IA 52243

A Guide to Work-Based Learning: Business and Industry Risk Management Plan, Michigan Department of Education, Office of Career and Technical Education, PO Box 30008, Lansing, MI 48910

Academies in Context, CORD Communication, Vol 3, No. 4, Aug/Step., 1997, PO Box 21206, Waco, TX 76702-1206, Phone: 817-772-8756

Career Academies Presentation, December 1997, GMS Partners, Inc., National Career Academy Coalition, 1122 Kersey Road, Silver Spring, MD 20902

Career Academies: Communities of Support for Students and Teachers—Emerging Findings from a 10-Site Evaluation. James J. Kemple, Manpower Demonstration Research Corporation, December 1997, MDRC, 16 East 34 Street, New York, NY 10016-4326

Career Opportunity Fair 1997, Beatrice Chamber of Commerce, 226 South 6th Street, Beatrice, NE 68310, Phone: 402-223-2338

Consensus Framework for Workplace Readiness, CCSSO Workplace Readiness Assessment Consortium, July 1995, Council of Chief State School Officers, One Massachusetts Avenue, N.W., Washington, D.C. 20001

Designing Marketing Tools, Steve Walter, Tri-County Technical College, Pendleton, SC, Phone: 803-646-8361 X2253, Copyright 1994

Developing and Implementing School-to-Work in South Carolina, South Carolina Department of Education, 1429 Senate Street, Columbia, SC 29201, Phone: 803-734-8492, Fax: 803-734-8624

Getting to Work: A Guide for Better Schools , MPR Associates, Inc., 2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704, Phone: 510-549-4551

Holland's Self-Directed Search (SDS) Six Personality Types, Psychological Assessment Resources, Inc., P.O. Box 998, Odessa, FL 33556

Nebraska Innovative School-to-Work Strategies 1997, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987, Phone: 402-471-0948

Opening Minds, Opening Doors: The Rebirth of American Education, CORD Communications, PO Box 21206, Waco, TX 76702-1206, Phone: 817-772-8756

Oregon Work Based Learning Manual, March 1996, Lane Community College, Cooperative Education Department, 4000 East 30th Avenue, Eugene, OR 97405-0640, Phone: 541-726-2203, Fax: 541-744-4168

The School-to-Work Glossary of Terms, National School-to-Work Office, Washington, DC, July 1996

Teacher Externship Guide: Step-by-Step Procedures for Designing Externships, Boston Public Schools, 26 Court Street, Boston, MA 02108

Workplace Learning Strategies Manual, Allan Hancock College, 800 S. College Drive, Santa Maria, CA 93454, Phone: 805-922-6966, EXT 3613

NEBRASKA

Work Based Learning Manual

PART IX

LEGAL ISSUES GUIDE

This guide is intended as a reference and resource booklet, not as a legal interpretation, and is not a substitute for legal advice. It is in no way a complete statement of the child labor laws, but a simplified interpretation intended for use by educators, employers, policy makers, and parents as they plan and implement work based learning opportunities. For more complete information regarding state and federal law, contact any of the offices listed in the Resources Section. Those needing legal advice should consult an attorney.

NEBRASKA STATE DEPARTMENT OF EDUCATION

Kimberly J. Peterson	District 1	Lincoln
Ann Mactier	District 2	Omaha
Beverly J. Peterson	District 3	Oakland
Rick C. Savage	District 4	Omaha
Katherine Endacott	District 5	Pleasant Dale
Terry Loschen	District 6	Grand Island
Kathy Wilmont	District 7	Beaver City
Kathleen McCallister	District 8	Omaha

Douglas D. Christensen, Ph.D.
Commissioner of Education

NEBRASKA INDUSTRIAL COMPETITIVENESS ALLIANCE SCHOOL-TO-CAREERS COMMITTEE

Thomas Whalen, Chair	Silverstone Consulting, Inc.	Omaha
Dennis Baack	Nebraska Community College Association	Lincoln
Craig Broyhill	Broyhill Company	Dakota City
Dr. Doug Christensen	Nebraska Department of Education	Lincoln
Dr. Don Helmuth	University of Nebraska -Lincoln	Lincoln
Dr. Carroll Krause	Nebraska State College System	Lincoln
Maxine Moul	Nebraska Department of Economic Development	Lincoln
Jim Paladino	Omaha Joint Electrical Apprenticeship	Omaha
A.F. "Tony" Raimondo	Behlen Manufacturing	Columbus
Sandy Scofield	Nebraska Math and Science Coalition	Lincoln
Maureen Wenke	Wenke Manufacturing Company	Pender

The Nebraska Work Based Learning Manual was developed by the Nebraska Department of Education through funding provided by the Carl D. Perkins Vocational and Applied Technology Education Act, Grant #V048A1002700 and the School-to-Work Opportunities Act, Grant #9724441 with the State of Nebraska. It is the policy of Nebraska Departments of Education and Economic Development not to discriminate on the basis of sex, disability, race, color, religion, marital status, age or national or ethnic origin in its education programs, admissions policies, employment or other agency-administered programs.

Inquiries about the manual may be directed to: Carol Jurgens, Tech Prep Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE, 68509, 402-471-0948, cjurgens@nde4.nde.state.ne.us

6/98

Part IX - Legal Issues Guide
TABLE OF CONTENTS

PURPOSE OF THIS GUIDE 1

ACKNOWLEDGMENTS 1

OVERVIEW

- Definitions 3
- Program Models 3
- Roles of Youth at the Work Site 4
- Applicability of Laws 6

A. INSURANCE/LIABILITY

- Insurance Coverage 7
- Liability Shields 8

B. TRANSPORTATION 9

C. HEALTH/SAFETY

- Medical 9
- Safety Instruction 10

D. CONFIDENTIALITY/PRIVACY 11

E. SEXUAL HARASSMENT 11

F. EQUAL EMPLOYMENT OPPORTUNITY LAWS

- The Americans with Disabilities Act (ADA) 11
- Nebraska Fair Employment Practices Act (FEPA) 11
- Civil Rights Act (1964) - Education Amendments of 1972 - Title IX 11
- Nebraska State Statute Section 79-2, 114 through 79-2, 124 11

G. EMPLOYMENT SECURITY LAWS 12

H. FAIR LABOR STANDARDS ACT (FLSA)

- Overview 13
- School-to-Work and the FLSA: What You Need to Know 13

I. WAGE AND HOUR LAWS

- **Federal Wage and Hour Law (Part of the FLSA) 14**
  - Employment Defined 14
  - Unpaid Work Experiences 14
    - Student-Learners 14
    - Volunteer 15
    - Volunteer Work Experiences Pursuant to IEPs 15
  - Paid Work Experience 17
    - Minimum Wage 17
    - Youth Minimum Wage 17
    - Tip Credit 17
    - Subminimum Wage 17

- **Nebraska Wage and Hour Act** 18
  - Employment Defined 18
  - Employment Exemptions 18
  - Paid Work Experience 18
    - Minimum Wage 18
    - Tip Credit 18
    - Training Subminimum Wage 18
    - Subminimum Wage 18

J. CHILD LABOR LAWS

- Overview 19
  - WBL Experience NOT Subjected to the FLSA 19
  - Criteria Under Which a WBL Experience is Not Employment 19
- **Federal Child Labor Law (Part of the FLSA)** 20
  - Agricultural Employment 20
    - Age Limitations 20
    - Hazardous Agricultural Occupations 20
    - Hazardous Occupations Exemptions 20
  - Non-Agricultural Employment 21
    - Exempt Occupations/Situations 21
    - Age Limitations 21
    - Occupational Limitations 22
    - Hazardous Occupations Order Exemption Qualifications 22
    - Seven Hazardous Occupations Orders with Exemptions for Minors in Training 23
    - Clarification of Hazardous Occupations Order 23
- **Nebraska Child Labor Law** 24
  - Employment Exemptions 24
  - Age Limitations 24
  - Employment Certificates 24
  - Age Certificates 25
  - Special Events: Performing Arts 25
- **Comparison and Summary of Federal and Nebraska Child Labor Laws** 25

K. ADDITIONAL NEBRASKA EMPLOYMENT LAWS

- Discrimination Law 28
- Medical Examination Law 28
- Eye and Face Protective Devices Law 28

L. COOPERATIVE VOCATIONAL EDUCATION 29

M. APPRENTICESHIP 31

N. RESOURCES 32

BIBLIOGRAPHY 33

APPENDICES 35

Work Based Learning
LEGAL ISSUES GUIDE

Purpose of this Guide

This document covers issues involving insurance, health and safety, transportation, and labor laws as they affect the planning of work based learning opportunities. It is provided as a general guide and is **not** intended to be a comprehensive source of legal interpretation of all the legal issues surrounding work based learning. The intent is to alert employers and educators of areas where they need to take special action, obtain additional information, or seek the assistance of other individuals or agencies. The profusion of laws, regulations, liability and risk management issues that face business and industry present a compelling case for a ready source of information regarding the basic provisions of child labor, safety and health, and liability.

Employers, schools, and students are impacted by a number of labor laws as they participate in work based learning activities. The degree to which coverage is mandated is dependent on the individual situation. Coverage is principally affected by the determination of whether or not an employer-employee relationship exists between the employer and student. In most cases a student-learner who is engaged in activities beyond simply observing at the worksite may be considered an employee. The responsible entity should check with their board, legal counsel, insurance carrier(s), and the state or federal regulatory agencies who administer these laws to determine the status of a student in a work-based learning activity. Keep in mind that state and federal labor laws often differ. When a difference occurs, the stricter standard always applies.

Unfortunately, this guide will not provide all the answers. Liability rules vary by industry sectors, insurance needs are specific to the type of program activities, and risk management strategies need to be jointly developed with school partners. The objective in developing this guide is to identify potential problems and provide guidelines and resources for developing solutions. Information in this guide is general description only and does **not** carry the force of legal opinion. Any risk management plan developed for a work based learning program should always be reviewed by legal and risk management experts before implementation.

Labor law, as it applies to work-based learning situations, is continually being reviewed by U. S. Departments of Labor and Education personnel. Any changes affecting the information in this document will be provided when available.

Acknowledgments

This guide was developed through the Nebraska Departments of Education and Economic Development. Carol Jurgens, Tech Prep Director, Nebraska Department of Education, served as principal developer of the guide. The following people/organizations assisted in the review of this guide:

John Albin, Nebraska Department of Labor
T. Grey Borden, Nebraska Department of Health and Human Services
Richard Campbell, Nebraska Department of Education
Ray Griffiin, Nebraska Department of Labor
Tom Moloney, Nebraska Department of Labor
Tara Muir, Worker's Compensation Court
Jeanette Smith, Nebraska Department of Insurance
Scott Summers, Nebraska Department of Education
Richard Tesarek, U.S. Department of Labor
Dale Zikmund, University of Nebraska at Kearney

Several sections of the guide were adapted with permission from *A Guide to Work-Based Learning: Business and Industry Risk Management Plan*, September, 1996, developed under a performance contract to the School District of the City of Saginaw from the State Board of Education, Michigan Department of Education, Office of Career and Technical Education and the *Oregon Work Based Learning Manual*, March 1996, Bob Way, Lane Community College, Eugene, Oregon.

Overview

Work based learning is a combination of school site preparation and actual work site experiences designed to enable students to acquire attitudes, skills, and knowledge for career and other life roles in real work settings. Work based learning is acclaimed for its ability to help youth and adults:

- strengthen broad social and technical skills
- develop personal responsibility
- explore career options
- gain job/site specific skills
- foster positive relationships with adults
- understand the relevance of and application to academic learning

Definitions

The *Work-Based Learning* (WBL) component of School-to-Work (STW) consists of five mandatory elements: work experience (paid or unpaid), job training, workplace mentoring, instruction in workplace competencies and instruction in all aspects of the industry. (20 USC 6101 et. seq., P.L. 103-239, *The School-to-Work Opportunities Act of 1994*, Section 103). It includes a planned program of job training and work experience at progressively higher levels, is related to the career major of a student, and is coordinated with the *School-Based Learning* component.

A *student-learner* is one who is enrolled in a course of study and training in a cooperative vocational training program under a recognized state or local educational authority or in a course of study in a substantially similar program conducted by a private school (29 USC 520.2(a). An *apprentice* is a participant in an apprenticeship program legally registered by the Department of Labor's Bureau of Apprenticeship and Training (29 USC 521.2(a).

Program Models

There is an extensive range of operational patterns, purposes, and program titles of school- and community- sponsored programs that are considered work based learning. Work based learning can involve youth and adults as **observers, trainees**, or **employees** and can be for time periods ranging from an hour a day to half-day sessions, to several days, one to three weeks, a semester, an entire school year, or during summer months.

Paid work based learning experiences are usually at least one semester in length.
Unpaid work based learning programs involve students as observers or trainees in situations ranging from an hour, a day, three weeks, to as long as one semester in length.

Roles of Youth at the Work Site

The applicability of many of the employment and child labor laws depends on whether a participant involved in work based learning has the role of a **student, apprentice, volunteer, trainee, and/or employee**. The participant's status is critical in the design, implementation, and monitoring of all work based experiences. Participant will usually have one of the worksite roles outlined in the following charts.

Roles of Youth at the Work Site

PAID ROLES (considered employees)

Work Site Role	*Definition*	*Program Examples*
STUDENT/ LEARNER	Participant is enrolled in a course of study and training in a cooperative training program under a recognized state or local educational authority or private school. **Key Points** • Training agreement in place • Training plan in place • Supervised by school personnel • Concurrent related instruction provided • Educational credit given • Must comply with state and federal child labor law provisions • Hazardous exemptions allowed under certain conditions • Covered by Workers' Compensation Insurance • There is a beginning and ending date for the employment	• Clinical Work Experience • Cooperative Education • Internship (paid) • WECEP - Work Experience Career Exploration Program • Work Study (Special Education)
APPRENTICE	Participant is employed in a craft recognized as an apprenticeable trade and is registered by the Bureau of Apprenticeship and Training. **Key Points** • Student must be at least 16 years of age • Training agreement in place • Training plan in place • Monitored by school personnel • Concurrent related instruction provided • Educational credit given • Must comply with state and federal child labor law provisions • Hazardous exemptions allowed under certain conditions • Covered by Workers' Compensation Insurance • Sponsored by employers or labor/management	• Youth Apprenticeship • Pre-Apprenticeship • Registered Apprenticeship
EMPLOYEE	Participant is hired by private or public employer to perform work. No structured relationship exists between school and work. **Key Points** • Must comply with state and federal child labor law provisions • Employment has no ending date • No educational credit given • Covered by Workers' Compensation Insurance	• Part-time Work • Full-time Work

Adapted from *A Guide to Work-Based Learning: Business and Industry Risk Management Plan*, September 1996, Michigan Department of Education

Roles of Youth at the Work Site

UNPAID ROLES (not considered employees)

Work Site Role	*Definitions*	*Program Examples*
STUDENT/ VISITOR/ OBSERVER	Participant visits the work site to observe and learn about a career, work activity, or other aspects of an industry. **Key Points** • School sponsored • Guidelines established • Roles and responsibilities detailed • Parent permission obtained • Designed to be part of school or guidance curriculum • Work site activities detailed • Educational credit may be given for a class project	• Day-on-the-Job • Field Trip • Job Shadowing • Mentoring • Work Observation
VOLUNTEER	Participant serves unpaid for public service or humanitarian objectives. **Key Points** • Sponsored by non-profits only • Commercial businesses may not use unpaid volunteers • Participants cannot be required to volunteer by the business or entity they are volunteering at • Roles and responsibilities detailed • Activities detailed • Educational credit may be given	• Service Learning Activity • Service Clubs (4-H, Scouts) • Volunteer Program (Hospital, Nursing Home, Government Agency)
UNPAID TRAINEE	Participant is trained at a business/industry work site without compensation. Company permits student to work under direct supervision to gain exposure to a particular occupation. Six criteria of a trainee must be continually met. **Key Points** • Six criteria must be met:* 1. Progressive training 2. Benefit of trainee 3. No displacement of regular employees 4. No direct benefits to employer 5. No job entitlement 6. No wage entitlement • Guidelines established • Roles and responsibilities detailed • Work site activities detailed & monitored for compliance • Contract/agreement between employer and school • Educational credit given • Six criteria must be met for students with disabilities: 1. Student placed according to his/her IEP 2. Time per week at worksite limited by IEP** 3. Student supervised by school or business rep. 4. No displacement of regular employees 5. No direct benefits to employer 6. No job entitlement	• Contracted Instruction (Less-than-class size, Individualized Vocational Training - Special Ed) • Exploratory Experience • Unnpaid Internship • Unpaid Work Experience * Source: Dept. of Labor Wage and Hour Opinion Letter of January 6, 1969 ** Unpaid students with disabilities may spend: • up to 5 hrs/business for vocational exploration, • up to 90 hrs/worksite for vocational assessment; and • up to 120 hrs/job experience for vocational training.

Applicability of Laws

Applicability of federal and state employment laws depends on each statute's definition of an "employee" (a participant may be considered an employee for one law but not for another). The following guidelines and terminology should be used in determining which would apply in particular work based programs. Please refer to the detailed explanation of each of these statements provided throughout this guide.

- **Fair Labor Standards Act (FLSA)**. Participants who are involved in activities occurring at the workplace that do not involve performance of work are not "employees" subject to the FLSA (i.e., field trips, job shadowing).

- **Fair Labor Standards Act (FLSA)**. Participants may work at a workplace as an **"unpaid trainee"** under the FLSA. **IF all** six criteria of a trainee apply, then provisions of the FLSA would **not** apply.

- **Federal/State Child Labor Laws**. Occupational and hours standards established for minors by federal and state child labor laws technically apply to only "employed" participants, but employers should follow these standards as a means to prevent injuries to minors.

- According to the **Occupational Safety and Health Act (OSHA)** the term "employee" means an employee of an employer who is employed in a business of his employer which affects commerce (29 USC Sec. 652).

- The **Nebraska Employment Security Law** provides for coverage of part-time employment by students. However, it exempts from coverage:

  (1) Services performed as part of an unemployment work relief or work-training program assisted or financed in whole or in part by any federal agency or any agency of a state or political subdivision thereof, by an individual receiving such work relief or work training [Nebraska Revised Statute 48-60 (g) (v)],

  (2) Work study students and their spouses [Nebraska Revised Statute 48-604 (6) (j)] and

  (3) Students employed as part of a program that combines academic credit and work experience that is taken for credit [Nebraska Revised Statute 48-604 (6) (o)].

  An exemption from coverage means the employer pays no tax and the student is not eligible to draw benefits based upon those earnings.

- **Workers' Compensation Laws** provide a means of recovery for workers where an employee/employer relationship exists. Exceptions are federal employees, railroad employees, most volunteers, and independent contractors. Volunteers and unpaid trainees would normally not be included unless such persons met the definition of employee for workers' compensation purposes. (Section 48-115 of the *Nebraska Revised Statutes*).

A. INSURANCE/LIABILITY

A **Risk Financing Plan** provides for the financing of a potential loss. A complete risk management plan requires adequate insurance coverage and use of liability shields.

Insurance Coverage

Adequate insurance coverage for any type of work based learning programs can be arranged (negotiated) by working in conjunction with an agent or broker who is familiar with the program(s) and with the schools or agencies who may be parties to the program. The first step would be to determine the extent to which present insurance policies provide sufficient protection and the need for obtaining additional coverage for any unprotected risk.

The following is an overview of the types of insurance that need to be in place to cover the activities in work based learning.

Type of Coverage	Work Based Learning Explanation

Workers' Compensation	State law will govern the issue of workers' compensation for paid participants in work based learning. The purpose of the Workers' Compensation Act in Nebraska is to provide coverage to employees when they sustain injuries that arise out of, and in the course of employment.
	• Workers' compensation laws provide a mens of recovery for workers where an employee/employer relationship exists. This relationship exists if there is a contract for hire, either formal, informal or assumed between the individual and entity, and if the individual receives some type of compensation.
	  • Exceptions are federal employees, railroad employees, most volunteers, and independent contractors.
	  • Farm and ranch laborers and household domestic servants are covered under the Act only if the employer elects to provide worker' compensation insurance for them.
	• In the case of a volunteer or unpaid trainee, the entity for whom the volunteered services are performed may choose to provide workers' compensation insurance for its volunteers. However, this extension of coverage is not binding on the volunteer and the individual may choose to pursue an action in District Court.
	• Employers are required to carry workers' compensation insurance when they have one or more employees. These employees may be full-time for part-time.
	• **Paid cooperative education and apprenticeship** participants would be covered under the Workers' Compensation Act.
	• **Unpaid trainees and volunteers** who are actually performing service without compensation are not ordinarily covered under the Act.
	• Coverage under the Workers' Compensation Act also provides protection to the employer as well as the workers. Employers limit their liabilities under the Act because the benefits to the worker are limited by statute.
	This law is administered by: Workers' Compensation Court, 525 South 13th Street, P. O. Box 98908, Lincoln, NE 68509-8908, 1-800-599-5155.

Injury to Participants	Participants injured at the work site may need medical attention. • If they are considered **"employees"** under the Worker's Compensation Act, expenses will ordinarily be paid by the sponsoring companies' worker's compensation policy. • For **student/visitors, volunteers, or unpaid trainees**, expenses are usually paid by the injured individual's (or parents') health insurance policy. • The "medical payments" provision of the sponsoring company's general liability policy would also provide similar coverage for **non-employee participants.**

Type of Coverage	Work Based Learning Explanation
Coverage for Lawsuits	A sponsoring company's general liability policy pays claims and provides legal defense against most types of suits brought against a company and its employees, but such **policies do not usually cover student/visitors, volunteers, or certain unpaid trainees.** Endorsements may extend the coverage to student/visitors, volunteers, and unpaid trainees.

Liability Shields

Liability shields are used to assign responsibility from a business to another person or organization in case of an accident or property damage. Liability shields are used to protect both the finances of the company and good will in the community. The four common liability shields are waivers, consent forms, permission slips, and indemnification agreements.

The following is an overview of the types of liability shields that need to be in place to cover the activities in work based learning.

Type of Liability Shields	Work Based Learning Explanation
Waivers	Waivers are documents in which participants sign away their right to bring a lawsuit in the event of injury or damage. Waivers are **not effective tools** to use in working with young people because courts seldom allow them to excuse negligence or a duty owed a minor. *No agreement by an employee to waive his or her rights to compensation under the Nebraska Workers' Compensation Act shall be valid.*
Consent Forms	*Informed* consent forms are documents that apprise the participant (and parents or guardians) in detail of the risks involved in the activity that he/she is about to perform. Participants sign the document indicating that they have read and understand the risks involved and agree not to bring a lawsuit for any harm resulting from the *identified* risks. Consent forms are **generally upheld by courts**, but they do not excuse a company/school from responsibilities for its own negligence. Examples would be consent forms to allow students to ride with a parent volunteer on a field trip, or use of a training agreement for a teen to work as an unpaid trainee.
Permission Slips	Permission slips are documents that inform parents and guardians about the nature, location, and details of an activity. Permission slips are helpful as a form of protection to a company—a well-informed parent or guardian may not be as likely to bring suit. Permission slips would be used to inform parents and guardians about student field trips and job shadowing events.
Indemnification Agreements	Indemnification agreements are used to shift financial burden for injuries or damages arising from activities from one party to another. The organization that signs the agreement must have both an insurance policy and the proper funds to honor the commitment to indemnify. Legal counsel or risk management representatives should be consulted before signing an indemnification agreement.

B. TRANSPORTATION

Insurance liability issues arise in work site learning activities because students are required to leave school premises in order to continue learning at the workplace. Individuals should seek legal advice on issues regarding transporting students. In general, the party responsible for transportation is also liable in the case of an accident. If the school is transporting the student, the school transportation policies apply. The same is true if the employer provides transportation.

Some programs have students sign an agreement at the beginning stating that the are responsible for their own transportation. In case of a student driving him/herself to the workplace during the school day, there should be no difference from liability issues for students getting to school or an extra-curricular activity. The following are the most common forms of student transportation to and from the worksite and the coverage that will, in most situations, apply.

Transportation	Liability Coverage
School transports the student on school bus.	School bus insurance coverage extends.
Employer provides van to transport student employees.	Employer's insurance coverage extends.
Student uses public transportation.	Transporter's insurance coverage extends.
Student drives own vehicle.	Student's personal auto insurance coverage extends.

In all cases, transportation agreements should be signed by parents (secondary students) before students are permitted to travel to and from work sites. When students drive personal vehicles, conditions of transportation should be reviewed and defined. Typically, these conditions include:

- verification of student driver's license and insurance coverage;
- limiting transportation to student driver (e.g. no passengers); and
- limiting transportation for the sole purpose of getting to and from the worksite.

C. HEALTH/SAFETY

For additional information regarding health and safety issues that affect the planning of work based learning opportunities for minors under the age of 18, please contact the following agencies: Nebraska Department of Health and Human Services, Immunization Program, 402-471-2937; Nebraska Department of Labor, Division of Safety and Labor Standards, Lincoln, 402-47104717 or Omaha, 402-595, 3183.

Medical

Immunizations and protection from disease are important for your students and the people they are in contact with during their work experience. Student health and safety measures in health occupations may require that students be tested for tuberculosis and have up to date immunizations including Hepatitis B. Employers pay the cost of these tests. Instructors in these programs will need to follow what the health care facilities require of students.

BLOOD BORNE PATHOGENS

Blood borne pathogens means pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to Hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

It is recommended that students doing work based learning in facilities where there is potential for exposure to blood and body fluids be inoculated with the Hepatitis B series vaccine.

The following was taken from the AMA's Administrative Guide titled: *For Your Protection OSHA Regulations on Blood Borne Pathogens*.

Employers are required to offer the hepatitis B vaccine free of charge to personnel at risk. Employees, however, are not obligated to receive the vaccine. Any at-risk employee who wishes not to receive it must, however, sign a copy of OSHA's hepatitis B vaccine declination. If the person later decides to receive the vaccine, the employer must again offer the series free of charge. **Technically, in non-paid work experiences the school is the employer and must provide the vaccine.**

Some employees may be exempt from the vaccination requirement. These include:
- People who have previously received the complete vaccination series;
- People who have been shown to be immune to HBV; and
- People for whom the vaccine is medically contraindicated.

It is advised that secondary students involved in similar clinical experiences adhere to the above requirements. Note that it is the responsibility of the college (or secondary school) to maintain records of compliance to OAR 581-43-800. It is recommended that the work experience coordinator keep these records in the student's file.

FOOD HANDLERS CARDS

Cards are issued by the city or county where one is employed. A food handlers card may be required in restaurants, child care, hospitals, and other facilities where food is handled. Check with your local health department for requirements, exams, fees, and processes for obtaining a food handlers card..

Safety Instruction

Every precaution must be taken to ensure a student-learner's safety. It is imperative that worksite selection include a commitment to activities that are educationally sound and not injurious to a student-learner and his/her health or well being.

A training plan is recommended that identifies all safety instruction being provided by any party. A written checklist as part of the training plan indicates when such safety instruction was provided, and by whom.

Basic safety rules include:
- instructing student-learners regarding the proper procedures in case of fire, accidents, etc.
- never permitting students to operation equipment without first being trained. The training should be documented (time, date, place, etc.) and checked out under supervision.
- complying with all safety rules.
- knowledge of how and to whom to report unsafe conditions immediately.
- wearing protective equipment or clothing.
- using the correct tool for the job.
- keeping the work area clean and orderly.

At the worksite, students must follow the same health and safety rules governing regular employees. To ensure student safety on job sites, coordinators should arrange for student use of any required special safety or health gear such as goggles, welding outfits, hard hats, or safety shoes. Work sites, local businesses, or labor groups may wish to provide these items to students.

D. CONFIDENTIALITY/PRIVACY

Student records and information are protected from public disclosure under the Federal Family Educational Rights and Privacy Act. When working with students in work based learning sites, it is important to be able to release student information such as classes taken, skills, grades, etc. to employers. This may only be done with the signed permission of the student (age 18 and over) or the student's parent or legal guardian (under age 18). Similar information may be released to parents and legal guardians of students under the age of 18. Social Security numbers for identification/record keeping purposes cannot be used or released to an employer without authorization. A release statement may be contained in the contract/agreement or a separate signed information release form may be practical previous to entering the program.

E. SEXUAL HARASSMENT

Sexual harassment and/or abuse is a difficult situation when dealing with students and employers in work based learning situations. Adults and young people are very uncomfortable talking about sex and sexual situations. There are a series of precautions and responsibilities with which the work based learning coordinator and/or instructor are obligated to comply.

Every agreement/contract used for work based learning student participation needs to indicates that an employer is expected to maintain a safe working environment. A safe working environment includes protection from discrimination and sexual harassment and the school has the right to terminate the agreement at any time if there is a breach in the above stipulated items.

F. EQUAL EMPLOYMENT OPPORTUNITY LAWS

State and federal laws make it illegal for employers to discriminate in hiring or promoting an employee and in all other terms and conditions of employment on the basis of race, color, sex, religion, disability, or national origin. Following are the major laws affecting the hiring and promotion of workers. For more information contact: Nebraska Equal Opportunity Commission, 301 Centennial Mall South, P. O. Box 94934, Lincoln, NE 68509, 1-800-642-6112.

The Americans With Disabilities Act (ADA)

Civil rights legislation extends protected status to covered individuals with disabilities as defined by the ADA. It prohibits discrimination on the basis of disability — whether they are persons hired by the school district or students employed in cooperative or other work programs. This law is administered by the Equal Employment Opportunity Commission. Students with disabilities are to have available work-based learning opportunities. Participating employers are expected to provide reasonable accommodation for these students as they would for all employees.

The Nebraska Fair Employment Practices Act (FEPA)

This act, similar to ADA, contains provisions on discrimination in employment and is administered by the Nebraska Equal Opportunity Commission (NEOC).

Civil Rights Act (1964) - Education Amendments of 1972 - Title IX

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in all educational institutions that receive Federal financial assistance, in Federally funded education programs in non-educational institutions, and in institutions whose students receive Federal financial aid. Protects students and employees. Options for filing a complaint under Title IX include (1) file through Title IX grievance procedures at the school site, (2) file a complain directly with the Office for Civil Rights or equivalent State agency; or (3) file a civil suit. For information contact: Sharon Katt, NE Department of Education, 301 Centennial Mall South, P. O. Box 94987, Lincoln, NE 68509-4987, (402) 471-2405, Fax: (402) 471-0117, Internet: skatt@nde4.nde.state.ne.us

Nebraska Revised Statute Sections 79-2,114 through 79-2,124

This statute, like Title IX of the Civil Rights Act, prohibits discrimination in education on the basis of gender.

G. EMPLOYMENT SECURITY LAW

This law provides for unemployment insurance in the event a worker is out of work through no fault of their own. The worker must have earned sufficient wages in covered employment and be able, available and seeking employment and meet all other personal eligibility requirements of the law.

It is a federal-state cooperative program. Each state has its own laws and is responsible for determining who is eligible for benefits, how much they receive, and for how long. Benefits are paid as a matter of right, and are not based on need. Unemployment insurance benefits are financed entirely by payroll taxes paid by payroll taxes paid by employers except in three States, Alabama, Alaska and New Jersey. In these States, employees also contribute. As a general rule, however, an employer may not require employees to contribute to an unemployment insurance fund.

- **Exemption**. An exemption from coverage means the employer pays no tax and the student is not eligible to draw benefits based upon those earnings.
- **Disqualified**means that the student has covered earnings that an employer has paid tax on, but the student cannot draw upon those wages while still a full-time student. Once their full-time student status ends, they will be eligible to draw benefits based upon those wages.
- **Non-covered** employment means that the wages are not taxed and the worker cannot ever draw benefits based upon those earnings.

Part-time employment by students is **covered** by the Nebraska Employment Security Law. However, it **exempts from coverage:**

(1) Services performed as part of an unemployment work relief or work-training program assisted or financed in whole or in part by any federal agency or any agency of a state or political subdivision thereof, by an individual receiving such work relief or work training [Nebraska Revised Statute 48-60 (g) (v)].

(2) Work study students and their spouses [Nebraska Revised Statute 48-604 (6) (j)] and

(3) Students employed as part of a program that combines academic credit and work experience that is taken for credit [Nebraska Revised Statute 48-604 (6) (o)].

Student-learners in bona fide State approved training programs are ***not eligible*** *for unemployment insurance compensation.* A student is disqualified for benefits if he/she registered for full attendance at, and regularly attending an established school, college or university, or has so attended during the most recent school term. The student disqualification does not apply if the student's major portion of wages for insured work during the base period was for services performed while attending school.

Attendance for vocational training or retraining under a plan approved by the Commissioner of Labor is **not disqualifying**. However, **training in an approved cooperative vocational education program *is* disqualifying**. Student-learners *are not* eligible to receive benefits for wages earned during this training period.

Please refer questions about unemployment coverage and eligibility to your Local Area Claims Center or the Unemployment Benefits Section of the Nebraska Department of Labor, 402-471-9890.

447

H. FAIR LABOR STANDARDS ACT (FLSA)

Overview

The FLSA covers minimum wage, overtime pay, child labor, and more. Within this law are specific sections which apply to student-learners. These sections specify what conditions must exist for nonpaid wage status, hours minors can work, and the jobs they can perform or not perform. This law impacts work-based learning to the greatest degree of all the labor laws and cannot be waived. The FLSA is administered by the U. S. Department of Labor, Employment Standards Administration, Wage and Hour Division, Fair Labor Standards, 200 Constitution Avenue, N W, Washington, D.C. 20210, (202)219-4907. The Nebraska office of the U.S. Department of Labor is located at 106 South 15th Street, Room 715, Omaha, NE 68102, (402) 221-4682.

Who Is Covered?

The FLSA covers employees who are performing work for any one type of enterprise that is either:

- engaged in interstate commerce.
- producing goods for interstate commerce.
- handling, selling, or otherwise working on goods or materials that have been moved or produced for interstate commerce.

U.S. Departments of Education and Labor. *STW Opportunities and the Fair Labor Standards Act*
A Guide to Work-Based Learning, Federal Child Labor Laws, and Minimum Wage Provisions

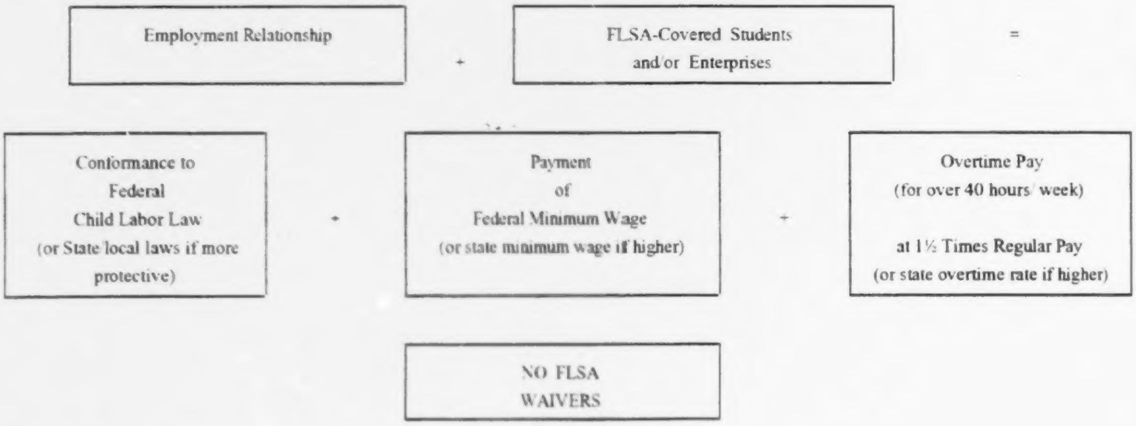
Who Does it Apply To?

The FLSA applies to:

- all 50 States and
- 90% of all non-agricultural businesses (all businesses with annual gross sales of $500,000 or more and all hospitals, schools, and public agencies)

School-to-Work and the FLSA: What You Need to Know

If an employment relationship exists ***and*** the student-learner or employer is covered by the FLSA, the employer must conform to Federal and State child labor laws and pay minimum wage including overtime for over 40 hours/week. There are no waivers to compliance with the FLSA.


Employment Relationship
+
FLSA-Covered Students and/or Enterprises
=
Conformance to Federal Child Labor Law (or State local laws if more protective)
+
Payment of Federal Minimum Wage (or state minimum wage if higher)
+
Overtime Pay (for over 40 hours/week) at 1½ Times Regular Pay (or state overtime rate if higher)
NO FLSA WAIVERS

I. WAGE AND HOUR LAWS

Federal Wage and Hour Law (Part of the FLSA)

Employers covered by the FLSA must comply with the provisions of this act if an employment relationship exists.

Employment Defined

To employ is defined under the Act as "to suffer or permit to work" (29 U.S.C. 203). In general, where a person who is not an independent contractor performs work for an employer with the employer's knowledge, an employment relationship exists and the employer must comply with the FLSA. The FLSA does not apply, however, if work is performed in the course of training rather than employment. Criteria for determining whether an individual performing work is an employee or a trainee are discussed below under Unpaid Work Experience.

Most work-based learning experiences are paid and are covered by the Federal FLSA or Nebraska Wage and Hour Law. However, unpaid work-based learning is possible.

UNPAID Work Experiences

To insure that a work-based learning experience is acceptable as **unpaid** under the FLSA it must meet the following criteria according to the U.S. Departments of Education and Labor document, *School-to-Work Opportunities and the Fair Labor Standards Act. A Guide to Work-Based Learning, Federal Child Labor Laws, and Minimum Wage Provisions.*

1. A planned program of job training and work experience for the student, appropriate to the student's abilities, which includes training related to pre-employment and employment skills to be achieved at progressively higher levels that are coordinated with learning in the school-based learning component and lead to the awarding of a skill certificate.

2. The learning experience encompasses a sequence of activities that build upon one another, increasing in complexity and promoting mastery of basic skills.

3. The learning experience has been structured to expose the student to all aspects of an industry and promotes the development of broad, transferrable skills.

4. The learning experience provides for real or simulated tasks or assignments which push students to develop higher-order critical thinking and problem-solving skills.

The two major classifications of unpaid work experiences are Student-Learners and Volunteers:

Student-Learners. A student enrolled in a learning experience would not be considered an employee within the meaning of the FLSA, if all of the following additional criteria were met. (U.S. Department of Labor WH Publication 1297)

1. The student receives on-going instruction at the employer's worksite and receives close on-site supervision throughout the learning experience, with the result that any productive work that the student would perform would be offset by the burden to the employer from the training and supervision provided.

2. The training is similar to that given in a vocational school.

3. The placement of the student at a worksite during the learning experience does not result in the displacement of any regular employee — e.g., the presence of the student at the worksite cannot result in any employees being laid off, cannot result in the employer not hiring an employee it would otherwise hire, and cannot result in an employee working fewer hours than he/she would otherwise work.

4. The training is for the benefit of the student-learner (trainee).

5. The student is not entitled to a job at the completion of the learning experience — but this does not mean that employers are to be discouraged from offering employment to students who successfully complete the training.

6. The employer, student, and parent or guardian (secondary students) understand that the student is not entitled to wages or other compensation for the time spent in the learning experience — although the student may be paid a stipend for expenses such as books or tools.

If **all** the foregoing criteria were met, an employer would not be required to pay wages to a student enrolled in a work-based learning experience. If, however, some of the above criteria were not met, it is still possible that a work-based learning participant would not be an employee under the FLSA; however, all of the facts and circumstances would have to be considered.

Volunteer. Volunteer positions are outside of the FLSA and students in such positions are not considered employees and need not be paid. The U.S. Department of Labor has enforced a general presumption that a worker cannot volunteer to do the same job he or she is paid to do. But true volunteers, who are motivated by civic, public-spirited or partisan political concerns, are not likely to be considered to have an employment relationship, provided they are treated as volunteers and not as employees. Accordingly, they should be unpaid (although, perhaps expense reimbursement is permitted). They should not be subject to discipline or coercion in the event of tardy attendance or absence. They should not become dependent on the employer, and, instead, should be real volunteers who volunteer for their own purposes and are treated accordingly. If these factors are not present, the worker is required to be paid the minimum wage and overtime premiums due.

Volunteer Work Experiences Pursuant to IEPs. The U.S. Department of Labor and U.S. Department of Education are committed to the continued development and implementation of individual education programs, in accordance with the Individuals with Disabilities Education Act (IDEA), that will facilitate the transition of students with disabilities from school to employment within their communities. This transition must take place under conditions that will not jeopardize the protections afforded by the Fair Labor Standards Act to program participants, employees, employers or programs providing rehabilitation services to individuals with disabilities.

Where ALL of the following criteria are met the U.S. Department of Labor will NOT assert an employment relationship for purposes of the Fair Labor Standards Act.

- Participation will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who, because of their disability, will need intensive on-going support to perform in a work setting.
- Participation will be for vocational exploration, assessment or training in a community-based placement worksite under the general supervision of public school personnel.
- Community based placements will be clearly defined components of individual education programs developed and designed for the benefit of each student. The statement of needed transition services established for the exploration, assessment or training or cooperative vocational education components will be included in the students' Individualized Education Program (IEP).
- Information contained in a student's IEP will not have to be made available; however, documentation as to the student's enrollment in the community based placement will be made available to the Departments of Labor and Education. The student and the parent or guardian of each student must be fully informed of the IEP and the community based placement component and have indicated voluntary participation with the understanding that participation in such a component does not entitle the student-participant to wages.

- The activities of the students at the community based placement site do not result in an immediate advantage to the business. The Department of Labor will look at several factors:

  (1) There has been no displacement of employees, vacant position have not been filled, employees have not been relieved of assigned duties, and the students are not performing services that, although not ordinarily performed by employees, clearly are of benefit to the business.

  (2) The students are under continued and direct supervision by either representatives of the school or by employees of the business.

  (3) Such placements are made according to the requirements of the student's IEP and not to meet the labor needs of the business.

  (4) The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP.

  (5) While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours, as a general rule, each component will not exceed the following limitation during any one school year:

Vocational exploration	5 hours per job experienced
Vocational assessment	90 hours per job experienced
Vocational training	120 hours per job experienced

- Students are not entitled to employment at the business at the conclusion of the IEP. However, once a student has become an employee, the student cannot be considered a trainee at that particular community based placement unless in a clearly distinguishable occupation.

It is important to understand that an employment relationship will exist unless all of the criteria described in this policy guidance are met. Should an employment relationship be determined to exist, participating businesses can be held responsible for full compliance with FLSA, including the child labor provisions.

Businesses and school systems may at any time consider participants to be employees and may structure the program so that the participants are compensated in accordance with the requirements of the Fair Labor Standards Act. Whenever an employment relationship is established, the business may make use of the special minimum wage provisions provided pursuant to section 14 (c) the Act.

U.S. Department of Labor and U.S. Department of Education *Guidelines for Implementing Community Based Educational Programs for Students with Disabilities*. 19 IDELR 90 (1993)

PAID Work Experience

If a student does not meet the FLSA criteria for unpaid wage status, they must be paid at least the Federal minimum wage.

Minimum Wage. As of September 1, 1997, the FLSA minimum wage is $5.15 per hour. Overtime must be paid at the rate of 1.5 times the regular pay for each hour worked in excess of 40 hours per week.

Youth Subminimum Wage. Youth under 20 years of age may receive a subminimum wage of $4.25 an hour during the first 90 consecutive calendar days of employment with an employer. Employers using a subminimum wage are prohibited from displacing any employee or reducing their hours, wages, or employment benefits.

Tip Credit. Tipped employees (e.g., waiters and waitresses) must be paid at least $2.13 an hour, and receive at least the minimum wage per hour when combined with an employee's tips. If the combination of minimum wages and tips do not equal the minimum hourly wage, the employer must make up the difference. (109 Stat.264)

Subminimum Wage. The FSLA does allow for other wage rates below the minimum wage in training situations.

1. Full-time students employed by certified retail or service firms, agriculture, or institutions of higher education may be paid 85% of the applicable minimum wage.
2. Students with severe disabilities can be paid wages commensurate to their individual productivity under the Special Education School Work Experience Certificate. Section 29 U.S.C. 214 states that the Secretary of Labor shall, by regulation or order, provide for employment, under special certificates of special needs persons at wages which are: (a) lower than the minimum wage; (b) commensurate with those paid to non-handicapped workers, employed in the vicinity in which the individual under their certificates are employed, for essentially the same type, quality, and quantity of work; and (c) related to the individuals productivity.
3. Part-time Cooperative Vocational Education student-learners and apprentices may be paid 75% of the applicable minimum wage under certain conditions.
4. Apprentices in an apprenticeship registered with the Department of Labor may be paid a progressively increasing schedule of wages which average at least 50% of the journeyman's rate over the period of the apprenticeship. (29 CFR 521.3).

The special subminimum wage for student-learners should only be encouraged when it will help a student gain employment in an occupation in which they might often be disregarded. Consideration should be given to the welfare of the student and the circumstances of the training station for just cause in using the special minimum wage.

WBL coordinators must be knowledgeable of the procedures to secure a Subminimum Wage Certificate (see Appendix A) and be ready to assist employers if such a waiver is desired. If a certificate is obtained for a student-learner, the WBL coordinator should keep a copy on file for a period of three years after the student-learner graduates.

Application forms for subminimum wage certificate can be obtained from the U.S. Department of Labor by requesting Form WH-205. Contact the Wage and Hour Division of the U. S. Department of Labor. Wage-Hour Division, 525 S. Griffin Street, Suite 800, Dallas, TX 75202, (800) 800-0235

Nebraska Wage and Hour Act

This act sets the minimum wage which must be paid by employers in certain types of businesses. The Nebraska Wage and Hour Act should not be confused with the Federal Wage and Hour Law described above. Those businesses covered by the Federal law are required to pay the Federal minimum wage. Contact: Nebraska Department of Labor, 1313 Farnam Street, Omaha, NE 68102-1898, (402) 595-3095.

Employment Defined. Under this Nebraska law, an employee is an individual hired to work for an employer **or** an individual who is permitted to do work for an employer. Employers covered by this law include any individual or business which employs four (4) or more employees at any one time. An exception to this definition pertains to employers of seasonal workers if the workers are not employed more than twenty weeks in any calendar year. (Nebraska Revised Statute 48-1202)

Employment Exemptions. The following types of employment are exempt from the Nebraska Wage and Hour Act:

- individuals employed in agriculture.
- individuals employed as a baby sitter in a private home.
- persons employed in an executive, administrative or professional capacity, and other superintendents, or supervisors.
- employees of the United States government, State government, or any other political subdivision.
- individuals engaged in the activities of an educational, charitable, religious, or nonprofit organization when the services rendered are on a volunteer basis.
- apprentices and learners as otherwise provided by law.
- a child in the employment of their parent or a parent in the employment of their child.
- any person receiving any form of Federal, State, county, or local aid; and who is physically or mentally disabled and employed in a program of rehabilitation.
- veterans in training under the supervision of the U.S. Department of Veteran Affairs

PAID Work Experience. Wages, as defined by this act, consist of all remunerations for personal services, including commissions and bonuses and the cash value of all payments in any medium other than cash.

Minimum Wage. As of September 1, 1997, the State of Nebraska minimum wage rate is $5.15 per hour. Employers who are exempt from the Federal law but are covered by the Nebraska Wage and Hour Act must pay their employees at least this minimum rate.

Tip Credit. Persons compensated by way of gratuities such as waitresses, waiters, hotel bellhops, porters, and shoeshine persons, shall be paid wages at the minimum rate of $2.13 per hour, plus all gratuities given to them for services rendered. The sum of wages and gratuities received by such a person compensated by way of gratuities shall equal or exceed the minimum wage rate. In determining whether or not an individual is compensated primarily by way of gratuities, the burden of proof rests with the employer.

Training Subminimum Wage. Youth under 20 years of age may receive a subminimum wage of $4.25 an hour during the first 90 consecutive calendar days of employment with an employer. Employers using a subminimum wage are prohibited from displacing any employee or reducing their hours, wages, or employment benefits. An employer may pay such new employee the training wage rate for an additional 90 day period while the new employee is participating in on-the-job training which (1) requires technical, personnel or other skills which are necessary for his/her employment and (2) is approved by the Commissioner of Labor. No more than one-fourth of the total hours paid by the employers shall be at the training wage rate. (See 48-1203.1 R.R.S.)

Subminimum Wage. Any employer employing student-learners as part of a bonafide vocational training program shall pay such student-learners' wages at a rate of at least 75 percent of the minimum wage rate which would otherwise be applicable.

J. CHILD LABOR LAWS

Overview

The child labor provisions of the FLSA apply to the employment of children by covered enterprises even though establishments may be exempt from its monetary provisions. These provisions are designed to confine the employment of minors to periods which will not interfere with their schooling and to conditions which will not jeopardize their health and well-being. In addition to the Federal law, all States have child labor laws; when these other laws are applicable, the more stringent standards must be observed. Not all work-based learning (WBL) experiences are subject to the child labor provisions of the FLSA.

WBL Experiences NOT Subjected to the FLSA

Activities occurring in the workplace that ***do not*** involve the performance of work are not "employment" subject to the FLSA.

WBL Experiences Subjected to the FLSA

The child labor provisions of the FLSA apply when it is determined that workers under age 16 are in a situation in which:

- an employment relationship exists and
- the enterprise or the student is covered by the FLSA.

The *hazardous occupations order* of the child labor provision of the FLSA also applies to 16 and 17 year olds.

Criteria Under Which a WBL Experience is Not Employment

A learning experience would **not** be employment if **all** the following criteria are met:

- Student productivity is offset by the employer's burden to provide on-going worksite instruction and supervision.
- Training is similar to vocational school training.
- Student placement does not result in displacement of regular worker.
- Training is for the benefit of the student-learner.
- Student is not entitled to a job at the end of the learning experience.
- Employer/student/parent understand student is not entitled to wages or other compensation for their time. (May be paid a stipend for expenses such as books/tools.)

(Department of Labor Wage and Hour Opinion Letter of January 6, 1969)

Schools and school-to-work partnerships are not responsible for determining whether an enterprise is covered by the Fair Labor Standards Act, nor are they responsible for enforcing the Federal child labor provisions. However, they are obligated to operate within the law. Although the Federal child labor provisions obviously have a more direct impact upon secondary work-based learning activities, they also affect postsecondary work-based learning.

Federal Child Labor Laws (Part of the FLSA)

The requirements of the child labor provisions of the FLSA have been divided into two categories: agricultural occupations and nonagricultural occupations.

Agricultural Employment

The provisions for work in agriculture are less restrictive than those for non-agricultural occupations. Be aware, however, that "agricultural," in terms of FSLA, refers to family farms, not agricultural operations that ship their products across State lines or those who work or process products other than their own.

Age Limitations

Under 12 Years of Age. Youths under 12 years old may perform jobs on farms owned or operated by parents or, with parents' written consent, outside of school hours in nonhazardous jobs on farms not covered by minimum wage requirements.

12 and 13 Years of Age. Youths 12 and 13 years old may work outside of school hours in nonhazardous jobs, either with parent's written consent or on the same farm as the parents.

14 and 15 Year Olds. Youths 14 and 15 year old youths may perform any nonhazardous job outside school hours.

16 and 17 Year Olds. Youth 16 years and older may perform any agricultural job, whether hazardous or not, and whether during schools hours or not.

Hazardous Agricultural Occupations

The following occupations in agriculture are hazardous. Minors under 16 may not be employed at any time in these occupations unless working for a parent on a farm owned or operated by that parent.

1. Operating a tractor of over 20 PTO horsepower, or connecting or disconnecting an implement or an of its parts to or from such a tractor.
2. Operating or assisting to operate any of the following machines: corn picker, cotton picker, grain combine, hay mower, forage harvester, hay baler, potato digger, or mobile pea viner; feed grinder, crop dryer, forage blower, auger conveyor, or the unloading mechanism of a nongravity-type self-unloading wagon or trailer; power post-hole digger, power post driver, or nonwalking-type rotary tiller.
3. Operating or assisting to operate any of the following machine: trencher or earthmoving equipment, fork lift, potato combine, power-driven circular, band, or chain saw.
4. Working on a farm in a yard, pen, or stall occupied by a bull, boar, or study horse maintained for breeding purposes; sow with suckling pigs; or cow with newborn calf.
5. Felling, bucking, skidding, loading, or unloading timber with butt diameter of more than 6 inches.
6. Working from a ladder or scaffold at a height of over 20 feet.
7. Driving a bus, truck, or automobile when transporting passengers, or riding on a tractor as a passenger or helper.
8. Working inside a fruit, forage, or grain storage designed to retain an oxygen deficient or toxic atmosphere; an upright silo within 2 weeks after silage has been added or when a top unloading device is in operating position; a manure pit; or a horizontal silo while operating tractor for packing purposes.
9. Handling or applying agricultural chemicals identified by the word *poison* and the *skull and crossbones* on the label or those identified by the word *warning* on the label.
10. Handling or using a blasting agent, including but not limited to dynamite, black powder, sensitized ammonium nitrate, blasting caps, and primer cord.
11. Transporting, transferring, or applying anhydrous ammonia.

Hazardous Occupations Exemptions

Fourteen and fifteen year olds who are enrolled in a bona fide vocational agriculture program may obtain an exemption from Orders 1-6.

Non-Agricultural Employment

The provisions for work in non-agricultural employment are more restrictive than those for agricultural occupations and affect the employment of nearly all working minors with a few exemptions.

Exempt Occupations/Situations

- Children under 16 years of age if employed by their parents:
  - (a) in occupations other than manufacturing or mining
  - (b) in occupations other than those declared hazardous by the Secretary of Labor (29 CFR 570.2)
- Children employed as actors or performers in motion pictures, theatrical, radio, or television productions.
- Children engaged in the delivery of newspapers to the consumer.
- Homeworkers engaged in the making of wreaths composed principally of natural holly, pie, cedar, or other evergreens (including the harvesting of evergreens).
- Domestic service employees working in or about the household of the employer.

Age Limitations

Under 14 Years of Age. Youths under 14 may work only if their jobs are exempt from child labor standards or not covered by the Fair Labor Standards Act. Exempt work includes: delivery of newspapers to consumers; performing in theatrical, motion picture, or broadcast productions; and work in a business owned by the parents of the minor, except in manufacturing or hazardous occupations. In general, minors under the age of 14 may not be employed in nonagricultural occupations. Their activities in work-based learning programs must be limited to activities such as career awareness and exploration activities, classroom presentations, field trips to worksites, and job shadowing. Actual work or employment is not an option for this age group.

14 and 15 Year Olds. Students who are 14 and 15 years of age may work at jobs such as office work; various food service jobs; sales work and some other jobs in retail stores; errand and delivery work by foot, bicycle and public transportation; dispensing gasoline and oil and performing courtesy services in gas stations; and in most cleanup work. The hours of work can not exceed three hours on a school day with a limit of 18 hours in a school week; no more than eight hours on a nonschool day with a limit of 40 hours in a nonschool week; and not before 7:00 am or after 7:00 pm, except from June 1 through Labor Day, when the evening hour is extended to 9:00 pm.

14 and 15 Year Olds - WECEP Exceptions. There are exceptions to these restricted hours and occupations under the Work Experience and Career Exploration Program (WECEP) (29 CFR 570.35(a). Under WECEP, students who are 14 and 15 years of age and enrolled in an approved program can be employed during school hours, for up to three hours on a school day, up to 23 hours in a school week, and in occupations otherwise prohibited. WECEP status is subject to the approval of the Administrator of the Wage and Hour Division of the U.S. Department of Labor and has been granted to the Nebraska Department of Education . Copies of the WECEP Guidelines and Application may be obtained from the WECEP Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987

16 and 17 Year Olds. There are specific (and lengthy) definitions and exceptions to these prohibitions which impact "student-learners" that schools and school-to-work partnerships should take into consideration. In short, 16 to 17 year old youth can work at any time for unlimited hours and may be exempted from the hazardous occupation prohibitions if he/she is a student-learner in a bona fide cooperative vocational education program under a written training agreement which provides that the student-learner's work is incidental to training, intermittent, for short periods of time, and under the close supervision of a qualified person; that safety instructions are given by the school and correlated with the on-the-job training; and that a schedule of organized and progressive work processes has been prepared. The signed, written training agreement must be kept on file by the employer and a school authority.

Occupational Limitations

Appendix B provides a complete description of the following 17 hazardous occupations in which minors under 18 may **not** be employed:

HO 1	manufacturing and storing explosives
HO 2	motor vehicle driving and outside helper
HO 3	coal mining
HO 4	logging and sawmilling
HO 5	power-driven woodworking machines
HO 6	exposure to radioactive substances
HO 7	use of power-driven hoisting apparatus
HO 8	power-driven metal-forming, punching and shearing machines
HO 9	mining, other than coal
HO 10	slaughtering, or meat packing, processing, or rendering
HO 11	power-driven bakery machines
HO 12	power-driven paper-products machines
HO 13	manufacturing brick, tile and kindred products
HO 14	power-driven circular saws, band saws, and guillotine shears
HO 15	wrecking, demolition and ship-breaking operations
HO 16	roofing operations
HO 17	excavation operations

Hazardous Occupations Order Exemption Qualifications (29 CFR 570.50)

Child labor regulations allow involvement in some potentially hazardous occupations if the individual is at least 16 years old, a cooperative vocational education student-learner or apprentice, and all of the following are properly met:

√ 16 - 17 YEARS OLD

√ STUDENT LEARNER

- Enrolled in a *state recognized course*, e.g. COOP program
- Hazardous portion of work is *incidental* to training.
- Hazardous portion of work is *intermittent* and for *short* periods of time.
- Under *direct* and *close* supervision of qualified person.
- Safety instructions given by the school and/or employer.
- Employed under *written* Training Agreement (Appendix C).
- Training Plan is developed (Appendix C).

√ APPRENTICES

- Employed in an apprenticeship program *registered* by Bureau of Apprenticeship and Training (BAT)
- Hazardous portion of work is *incidental* to training.
- Hazardous portion of work is *intermittent* and for *short* periods of time.
- Under *direct* and *close* supervision of a Journey person.

The following additional criteria are not required by the FLSA, but are recommended to insure the safety and well being of the student apprentices.

- Safety instructions given by the school and/or employer.
- Employed under *written* Training Agreement (Appendix C).
- Training Plan is developed (Appendix C).

Seven Hazardous Occupations Orders with Exemptions Applicable to Minors in Training

Sixteen and seventeen-year-old apprentices and student-learners may be exempt from the following Hazardous Occupations Orders under the federal child labor provisions for Nonagricultural Occupations:

HO5 Work using power-driven woodworking machines, including the use of saws on construction sites.

HO8 Work using power-driven metal forming, punching, and shearing machines (but HO8 permits the use of a large group of machine tools used on metal, including lathes, turning machines, milling machines, grinding, boring machines, and planing machines).

HO10 Work involving slaughtering or meat-packing, processing, or rendering including the operation of power-driven meat slicers in retail stores.

HO12 Work using power-driven paper-products machines, including the operation and loading of paper balers in grocery stores.

HO14 Work involving the use of circular saws, band saws, and guillotine shears.

HO16 All work in roofing operations.

HO17 All work in excavating operations, including work in a trench as a plumber.

Clarification of Hazardous Occupations Order

The term operating or assisting to operate shall mean all work which involves starting or stopping a machine covered by this section, placing or removing materials into or from the machine, or any other work directly involved in operating the machine. The term does not include the stacking of materials by an employee in an area nearby or adjacent to the machine where such employee does not place the materials into the machine.

HO 2 **Motor vehicle driving and outside helper**. This order prohibits minors under eighteen from being employed as a motor vehicle driver or outside helper on any public road or highway. A sixteen or seventeen year old may be considered exempt from this order if **all** of the following conditions are met: (1) the automobile or truck does not exceed 6,000 pounds gross vehicle weight; (2) the driving is restricted to daylight hours; (3) such operation is occasional (no more than once in a work week or four times in a calendar month), (4) incidental (<20% of workday; <5% of work week); (5) minor possesses a valid driver's license; (6) he/she has completed a State approved driver education course; (7) the vehicle is equipped with a seat belt for the driver and each helper and the employer has instructed each child that they must be used; and (8) the operation does not involve the towing of other vehicles.

U.S. Departments of Education and Labor. *STW Opportunities and the Fair Labor Standards Act*
A Guide to Work-Based Learning, Federal Child Labor Laws, and Minimum Wage Provisions.

HO 10 **Slaughtering, or meat-packing, processing or rendering**. Establishments where meat or meat products are processed or handled, such as butcher shops, grocery stores, restaurants/fast-food establishments, hotels, delicatessens, and meat-locker (freezer-locker) companies, and establishments where any food product is prepared or processed for serving to customers.

HO 12 **Power-driven paper-products machines**. The term paper products machine shall mean all power-driven machines used in: (a) the remanufacture or conversion of paper or pulp into a finished product, including the preparation of such materials for recycling; or (b) the preparation of such materials for disposal. The term applies to such machines whether they are used in establishments that manufacture converted paper or pulp product, or in nonmanufacturing establishments.

Nebraska Child Labor Laws

Nebraska Child Labor Laws, similar to the Federal provisions, were developed to confine the employment of minors to periods that do not interfere with their schooling and to conditions which will not jeopardize their health and well-being. The Federal provisions are very comprehensive and more restrictive than the Nebraska law; however, it is important for WBL coordinators to be familiar with both laws since they have a direct impact on the operation of a cooperative vocational education program in Nebraska, and because they are often expected to serve as readily available sources of information within their communities.

Employment shall mean (1) service for wages or (2) being under a contract of hire, written or oral, express or implied. No child under the age of 16 may be employed in any work which, by reason of the nature of the work or place of performance, is dangerous to life or limb, or in which his/her health may be injured or his/her morals depraved. Any parents, guardian or other person who caused or permits a child to work under such conditions is in violation of the law.

Employment Exemptions.

- Children employed solely as a caddy on any golf course are exempt from the provisions that prohibit the employment of minors under 16 without a certificate from the Department of Labor under Nebraska Labor Law (48-302.01 R.R.S.).
- Children employed in a business that the parent or guardian own and operate are exempt from the age requirements of Nebraska Labor Law when the parents or persons standing in place of parents directly supervise the child (48-302.02 R.R.S.).

Age Limitations

Under 14 Years of Age. Children 13 years of age and under may only be employed in connection with an employment program sponsored and supervised by the school or school district the child attends. This program must be approved by the Nebraska Department of Education before the Department of Labor will authorize issuing officers to issue an Employment Certificate (see Appendix D). A child 13 years of age or less must **not** be permitted to work before 6:00 a.m. or after the hour of 8:00 p.m.

14 and 15 Year Olds. Children 14 and 15 years of age must not be permitted to work more than eight hours a day, 48 hours a week after an Employment Certificate (see Appendix E) is issued by the Department of Labor. They are **not** permitted to work before the hour of 6:00 a.m. nor after 10:00 p.m. The Department of Labor can authorize a Special Permit (see Appendix F) that allows employment of 14 and 15 year old children before 6:00 a.m. or beyond 10:00 p.m, provided there is no school scheduled for the following day. Before issuing officers can issue such a permit, the business must be inspected by a Department of Labor representative. This Special Permit may be issued for a period not to exceed 90 days.

16 and 17 Year Olds. No limitations on the number of hours minors 16 and over may work each day, each week, or during school hours. They may work any time of the day or night. Although Employment Certificates are only required for workers under 16, it is highly recommended that employers obtain Age Certificates for a workers 16 and 17 years old as proof of the age of their minor employees.

Employment Certificates

No child under 16 years of age shall be employed or suffered to work unless the employer first obtains an Employment Certificate (see Appendix D and E) which can only be issued by the superintendent of schools in the school district in which the child resides. The superintendent may authorize, in writing, another person to serve as issuing officer. The superintendent, or other authorized issuing officer, shall not issue an employment certificate until they have examined:

1. The child's school record showing that he/she has completed the sixth grade of the public schools, or its equivalent, or is regularly attending night school.
2. A passport, birth certificate or baptismal certificate or other religious or official records showing the date and place of birth. (An affidavit of the parent/guardian is required only if none of the documents listed can be produced.)

The issuing officer must verify that the child can read and legibly write simple sentences in the English language and that the child has reached the normal development of a child of that age. The child must be physically able to perform the work which he/she intends to do. In situations where the issuing officer doubts the physical ability of the child, their physical fitness shall be determined by a physician provided by the Department of Labor. Once signed by the child, a copy of the Employment Certificate must be provided to the child's employer, a copy filed with the Nebraska Department of Labor, and a copy kept on file by the issuing officer. Upon termination of the employment of a child, the employer's copy must be returned to the school which issued it.

The presence of a child under 16 years of age, apparently at work, in a place of employment is prima facie evidence of his/her employment. Attendance officers shall visit the places of employment to ascertain whether any children are employed and they shall report on cases of illegal employment to the Department of Labor and the county attorney. Employers shall post a notice (Appendix H) in every room where children under 16 years of age are employed stating starting and stopping times and time allowed for meals.

Age Certificates

Although Age Certificates for minors over 16 (see Appendix G) are not required by the Nebraska Child Labor Law nor by the Federal child labor provisions of the FLSA, they serve as a proof of age for employers in the event they are inspected by the Department of Labor. It is highly recommended that employers obtain these certificates before allowing minors to begin work. The certificates should be keep on file as long as each minor is employed. In doing so, employers can protect themselves from unintentionally violating the minimum age standards of both the Federal and Nebraska Child Labor Laws. Age Certificates are issued by the county or city superintendent of schools or by a person authorized in writing to assume such duties. Each certificate is issued in triplicate; one copy to the employer, one to the Nebraska Department of Labor, and one copy kept on file with the issuing officer. Every person authorized who knowingly certifies or makes oath to material false statements is guilty of a Class V misdemeanor.

Special Events: Performing Arts

When the Department of Labor finds it in the best interests of the child, they may issue a special permit (see Appendix I) waiving any requirement or restriction imposed on employment of a child in the performing arts - subject to such conditions as the Department of Labor deems necessary. Performing arts means: musical and theatrical presentations and television productions, including motion picture, theater, radio and television productions. Before any such waiver is issued, the written consent of a parent or a person standing in loco parentis to the child is required.

For more information regarding Nebraska Child Labor Law, contact: Nebraska Department of Labor, 1313 Farnam Street, Third Floor, Omaha, NE 68102-1898, (402) 595-3095.

Comparison and Summary of Federal and Nebraska Child Labor Laws

When both the FLSA and the State's child labor laws regulate the same activity or conduct and their rules conflict, the stricter labor standard is the one that applies. The following pages provide a Summary of the Federal Child Labor provisions of the FLSA and a comparison of the FLSA and Nebraska Child Labor Laws. For information contact: Carol Jurgens, NE Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987, (402)471-0948, Fax (402)471-0117, internet:cjurgens@nde4.nde.state.nde.us

Summary
FEDERAL CHILD LABOR LAW
(Part of the FLSA)

AGE	ACCEPTABLE HOURS		OCCUPATIONAL LIMITATIONS	EXCEPTIONS TO HAZARDOUS OCCUPATIONS ORDERS
	SCHOOL DAYS	NON-SCHOOL DAYS		
Under age 14	NONE Unless employed in an occupation NOT covered by FLSA. E.g., show business, working for parents, newspaper delivery, etc.		Illegal to employ unless in FLSA- exempt employment.	NONE
14-15	Outside of school hours Up to 3 hours/day Up to 18 hours/week Between 7am and 7pm	Up to 8 hours/day Up to 40 hours/week Between 7 am and 9 pm (June 1 - Labor Day)	May not work in the following occupations: • cooking other than at lunch counters/ snack bars and within view of customers, • manufacturing, mining, processing, • most transportation jobs, • work in warehouses and workrooms, • on construction jobs except in the office, • in any job involving hoists, conveyor belts, power-driven lawn mowers and other power-driven machinery.	NONE
	Exemption from hours/time of day restrictions for performing "sports-attending services" at professional sporting events, e.g., bat boy/girl.			
14-15 WECEP Special Populations	Any time during school day Up to 3 hours/day Up to 23 hours/week Between 7am and 7pm	Up to 8 hours/day Up to 40 hours/week Between 7 am and 9 pm (June 1 - Labor Day)	YES The Wage and Hour Administration permits WECEP participants employment which is otherwise prohibited. Contact the Nebraska Department of Education.	NONE
	Exemption from hours/time of day restrictions for performing "sports-attending services" at professional sporting events, e.g., bat boy/girl.			
16-17	No limitations Some states have restrictions.	No limitations	NONE Other than for Hazardous Occupations Order.	YES Exemptions for student learners & apprentices.

COMPARISON - FLSA and NEBRASKA CHILD LABOR LAWS

- The Nebraska *Occupational Limitations* and *Exceptions to Hazardous Occupations Orders* are essentially the same as the Federal Child Labor Laws.
- The Nebraska exceptions to the *Federal Acceptable Hours* and Nebraska requirements for *Age Certificates* are shown below in **bold** print.

AGE	AGE CERTIFICATE REQUIRED	ACCEPTABLE HOURS		OCCUPATIONAL LIMITATIONS	EXCEPTIONS TO HAZARDOUS OCCUPATIONS ORDERS
		SCHOOL DAYS	NON-SCHOOL DAYS		
Under age 14	**YES - Superintendent sends request to NE Dept of Ed who sends approval to Dept of Labor who authorizes certificates to be issued. (48-304)**	NONE Unless employed in an occupation NOT covered by FLSA. E.g., show business, working for parents, newspaper delivery, etc. **Between 6 am and 8 pm.**		Illegal to employ unless in FLSA- exempt employment.	NONE
14-15	YES **Superintendent sends request to Dept of Labor who authorizes certificates to be issued.**	Outside of school hours Up to 3 hours/day Up to 18 hours/week Between 7am and 7pm **Between 6 am and 10 pm**	Up to 8 hours/day Up to 40 hours/week **Up to 48 hours/week** Between 7 am and 9 pm (June 1 - Labor Day) **Between 6 am and 10 pm.**	May not work in the following occupations: • cooking other than at lunch counters/ snack bars and within view of customers, • manufacturing, mining, processing, • most transportation jobs, • work in warehouses and workrooms, • on construction jobs except in the office, • in any job involving hoists, conveyor belts, power-driven lawn mowers and other power-driven machinery.	NONE
		Exemption from hours/time of day restrictions for performing "sports-attending services" at professional sporting events, e.g., bat boy/girl.			
14-15 WECEP Special Populations	YES **Superintendent sends request to Dept of Labor who authorizes certificates to be issued.**	Any time during school day Up to 3 hours/day Up to 23 hours/week Between 7am and 7pm **Between 6 am and 10 pm**	Up to 8 hours/day Up to 40 hours/week **Up to 48 hours/week** Between 7 am and 9 pm (June 1 - Labor Day) **Between 6 am and 10 pm.**	YES The Wage and Hour Administration permits WECEP participants employment which is otherwise prohibited. Contact the Nebraska Department of Education for information.	NONE
		Exemption from hours/time of day restrictions for performing "sports-attending services" at professional sporting events, e.g., bat boy/girl.			
16-17	NO **Not required - but strongly recommended.**	No limitations Some states have restrictions.	No limitations	NONE Other than for Hazardous Occupations Order.	YES Exemptions for student learners & apprentices.

K. ADDITIONAL NEBRASKA EMPLOYMENT LAWS

In addition to the Wage and Hour Act and Child Labor Laws, Nebraska has a number of laws that strive to protect the rights, health and well-being of its residents, including student-learners. Three of these laws are the Discrimination Law, Medical Examination Law, and Eye and Face Protective Devices Law.

Discrimination Law

According to Nebraska State Constitution, Article XV, Section 13, no person in Nebraska shall be denied employment because of membership in or nonmembership in a labor organization. A labor organization, as defined by this law, means any organization, agency or employee representation committee which exists for the purpose of dealing with employers concerning grievances, labor disputes, wages, hours of employment or conditions of work.

Medical Examination Law

This law makes it unlawful for any employer to require any job applicant to pay the cost of a medical examination required as a condition of employment. If an employer requests an applicant to submit to a medical examination, the employer must assume the cost of the examination. Under the law, employer includes any individual, partnership, association, corporation, and any common carrier or express company doing business in or operating within the State. An exception to this law involves any employment relationship entered into by the state or a political subdivision and the physical examination is required by law as a condition of employment.

Eye and Face Protective Devices Law

Passed by the Nebraska Unicameral in 1984, this statute requires every student and teacher in schools, colleges, universities or other education institutions to wear appropriate industrial-quality eye protective devices at all times while participating in or observing the following courses of instruction:

- Vocational, technical, industrial arts, chemical, or chemical-physical, involving exposure to:
    - hot molten metals or other molten materials.
    - milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials.
    - heat treatment, tempering, kiln firing of any metal or other materials.
    - gas or electric arc welding or other forms of welding processes.
    - repair or servicing of any vehicle.
    - caustic or explosive materials.

- Chemical, physical, or combined chemical-physical laboratories involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other hazards not enumerated.

Such devices may be furnished by the educational institutions for all students and teachers, purchased and sold at cost to students and teachers, or made available for moderate rental fee. Under this law, students wearing contact lenses and prescription glasses (including those with photo-grey lenses) should be informed that these sight corrections devices do not provide adequate industrial-quality protection. It is important to note that a student-learner's on-the-job training is a part of his/her vocational course of instruction. Since the law states that students must wear appropriate eye protection devices at **all times** while participating or observing, teacher-coordinators should inform cooperating employers of the law and strongly encourage them to require student-learners to wear the appropriate eye protection devices.

L. COOPERATIVE VOCATIONAL EDUCATION

In contrast to other work based learning education programs, the learning experiences of a student enrolled in Cooperative Vocational Education alternate between in-class instruction and paid employment. Both experiences are coordinated by the school so that they effectively contribute to the preparation of the student for useful and gainful employment in an occupation of his/her choice. Students receive school credit for their in-class instruction and for their on-the-job training.

Program Components

The Nebraska Department of Education has established criteria or base components for quality cooperative education programs. These components are set forth in the Nebraska State Plan for Vocational and Applied Technology Education. The following are essential components of a *state-recognized* Cooperative Vocational Education Program:

- A qualified teacher-coordinator
- Selected student-learners
- Related classroom instruction
- Supervised on-the-job training
- Selected training stations
- Coordination of school-based and work-based learning
- Training agreements
- Training plans
- Student evaluation
- An advisory committee

Teacher Coordinator. Teacher-coordinators are educators who coordinate school-based and work-based learning experiences for students enrolled in Cooperative Vocational Education. It is highly recommended that the teacher/coordinator has a vocational education subject endorsement which includes a course in coordination techniques or a School-to-Work/Diversified Occupations Teaching Endorsement (see Appendix J). If any students in the program are employed in one of the Hazardous Occupations Orders Exceptions available to 16 and 17 year olds, the teacher/coordinator must hold one of these endorsements in order for the program to meet the **approved** status.

Selected Student-Learners. Student-learner is the name given to students enrolled in Cooperative Vocational Education. Before enrolling in these programs, students must first apply and then be selected by the teacher-coordinator to participate. Three important criteria for student selection include: (1) a desire to participate, (2) a tentative career objective, and (3) an ability to benefit from on-the-job training. Only students who show a desire to learn the skills needed to succeed in an occupation of their choice and those students who can be placed in jobs that will help them attain their career goals should be selected to participate.

Related Classroom Instruction or Seminar. The related class/seminar should be taught by the teacher-coordinator, complement the student-learners' on-the-job learning experiences, and be developed to meet the specific needs of each student. It should be designed to improve personal and social skills, provide needed basic education, and develop relevant occupational skills and knowledge. Occupationally specific instruction is an important part of the related class; however, research has found that employers believe that the related class should have a broad focus and should include topics such as computational skills, communication skills, good work attitudes, appropriate work behaviors, job seeking skills, and job coping skills.

Supervised On-The-Job Training. As a part of their total educational experience, student-learners work at jobs that are related to their career interests. This training, provided by employers during their usual working hours, should involve the application of theory and specific skills common to the occupation. Indicators of quality on-the-job training include: (1) students are paid for their work, (2) the job content is meaningful, (3) adequate safety instruction is provided, (4) the job challenges the student's ability, (5) the work is related to the student's career/occupational choice, (6) the duration of the work experience is long enough for the student to perform a variety of meaningful tasks, (7) job activities foster responsibility, (8) the job provides an adequate amount of work to keep the student busy, and (9) the instruction is sequentially planned. In addition, student-learners must be employed and paid in conformity with Federal and State laws and regulations and in a manner that does not result in their exploitation.

Selected Training Stations. Businesses that provide on-the-job training experiences for student-learners are called training stations. Training stations should be selected after the teacher-coordinator has visited the potential training sites and determined that they would provide meaningful and safe learning experiences. Once selected, employers should be given the opportunity to interview and hire the student-learners of their choice. However, student-learners cannot be hired if it causes the displacement of a training station's regular workers. At each training station, a specific training sponsor is to be designated. This person will be directly responsible for supervising the student-learner while they are on-the-job.

Training Agreements. Training agreements (see Appendix C) should include student's name, address, phone number, date of birth, age, social security number; date employment begins; program completion date; starting rate of pay; student-learner's job title; employer's name, address, phone number; student-learner's supervisor; conditions for employment; an equal opportunity statement; and signatures of the student, parent, teacher/coordinator, and employer.

Training Plans. The alternation of study and work through Cooperative Vocational Education must be well planned to ensure that student-learners acquire the skills needed for employment. The teacher-coordinator, student-learner, and training sponsor should develop a list which spells out the attitudes, skills, and knowledge which are needed by the student-learner to successfully obtain his/her occupational objective. Once these competencies have been identified, the coordinator and the training sponsor should decide if they are to be learned in the related class, on-the-job, or both. This detailed outline of sequentially planned tasks becomes the training plan (see Appendix C). Documentation of safety instruction is a critical part of the training plan. Both the training sponsor and the teacher-coordinator must recognize the part they will play in providing this instruction. In addition, the student-learner should be informed of the acceptable levels of competency that he/she will be required to demonstration.

Coordination. Each student-learner's school experiences and on-the-job training must be coordinated if both are to contribute effectively to the student-learner's education and employability. Although structured training plans provide the foundation for this coordination, close supervision is necessary for successful implementation. Teacher-coordinators are responsible for the health, safety, welfare and educational progress of their students. A teacher-coordinator work schedule that permits adequate supervision of student-learners while they are on-the-job is essential. Coordinators must maintain written schedules of regular visits to training stations and keep records of training station visits. These visitation reports should include: times, places and dates; topic or reason for the visit; length of the visit; person(s) contacted; training sponsor's comments and suggestions; and teacher-coordinator's comments.

Teacher-coordinators should keep on file for a minimum of **five years** the following documents:

- Training agreements
- Student-learners' earnings reports
- Training station visitation reports
- Training plans
- Student-learners' evaluations
- Age certificates
- Documentation of safety instruction (lesson plans, student-learners' tests, etc.)

Evaluation. The awarding of credit for related class progress and on-the-job performance is recommended for cooperative education student-learners. Secondary student-learners must receive a separate grade for the related class/seminar and for their on-the-job training. The training sponsor should assist the coordinator when evaluating a student-learner's on-the-job performance, although the ultimate responsibility remains with the teacher-coordinator. The training plans developed for each student-learner should be used as the bases for these evaluations.

Advisory Committee. When utilizing Cooperative Vocational Education, input from representatives of business, industry, and the community, is essential. An advisory committee comprised of representatives from these groups can assist a teacher-coordinator in a number of ways including: identifying possible program goals and objectives, reviewing the instructional program, determining expected program outcomes, assisting with student placements, furnishing equipment and supplies, gaining support and assistance for public relations efforts, promoting the program, identifying community problems and training needs, updating the teacher-coordinator, and providing community feedback.

Cooperative education is covered in detail in this manual, *Part VIII - Work Site Career Applications Guide*. For further information regarding cooperative education programs in Nebraska, contact the Director of Cooperative Education, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987, 402-471-0948

M. APPRENTICESHIP

Youth Apprenticeship. Youth Apprenticeship is a learning experience which integrates academic courses, occupational instruction and structured work-based learning in a specific occupational area or occupational cluster, and is designed to lead directly into either a related postsecondary program, entry-level job, registered apprenticeship, or four year college. It may or may not meet all the requirements of the industry for that "trade." It is an intensive learning experience requiring a signed apprenticeship agreement. Youth apprentices generally begin learning on-the-job training at age 16, and some classroom aspects of the program may begin as early as the 11th grade. It is a paid experience lasting from one-four years. Youth apprenticeship requires mastery of work skills and provides business/industry certification or generally recognized occupational credentials. Educational credits such as course credit (HS), HS diploma, vocational certificate or possibly an associate degree may be awarded the apprentice. A program less than one calendar year does not qualify under youth apprenticeship. There are circumstances where youth apprenticeship programs may be registered with the U.S. Department of Labor's Bureau of Apprenticeship and Training (BAT).

Pre-Apprenticeship. Pre-apprenticeship refers to a familiarization with a particular occupation to enable the student to be productive on the first day of apprenticeship. Students and/or adults interested in learning a skilled trade will be provided with information and knowledge of the content of the trade, told what apprenticeship is, how to meet requirements, and taught initial skills for the trade.

Registered Apprenticeship. A registered apprenticeship is one registered with BAT. Depending on the trade, the duration of a registered apprenticeship can be one to six years and may begin in the 11th grade at age 16. The apprenticeship includes all the skills, knowledge and demonstrated proficiencies identified by the industry nationwide as necessary to perform in this "trade." A registered apprentice is a paid position. A registered apprenticeship is the most formal and defined school-to-work experience. The student may earn course credit (HS), HS diploma, vocational certificate, journey worker certificate, and possibly an associate degree.

During their apprenticeship, individuals receive on-the-job training in a factory, shop, or other appropriate work site under the close supervision of certified journey workers. Apprenticeship programs are usually registered with the Bureau of Apprenticeship training or with the State apprenticeship agency.

Apprenticeship programs may be sponsored by individual employers, groups of employers or joint efforts of labor and management. Joint efforts of labor and management most often result in joint apprenticeship committees, which are represented by both management and labor. In addition, national trade committees exist to represent national organizations. With the help of the Bureau of Apprenticeship and Training, these national committees formulate policies on apprenticeship in the various trades and issue basic standards to be used by affiliated organizations.

Nebraska's School-to-Apprenticeship program is a cooperative venture between the Bureau of Apprenticeship and Training, the Nebraska Department of Education, and local school districts. Its aim is to bridge the gap between school and the world of work utilizing an innovative approach that allows Cooperative Vocational Education student-learners to be registered as part-time apprentices while they complete their education. To be eligible to participate in this program, a student-learner must be employed in an apprenticeable trade. Full-time indentureship as an apprentice with the participating employer is the expected result once the student-learner graduates.

Apprenticeships are covered in detail in this manual, *Part VIII - Work Site Career Applications Guide*. For further information regarding apprenticeships in Nebraska, contact the Bureau of Apprenticeship and Training (BAT), 106 S. 15th Street, Room 801, Omaha, NE 68102, (402)221-3281.

N. RESOURCES

Bureau of Apprenticeship and Training (BAT), 106 S. 15th Street, Room 801, Omaha, NE 68102, (402)221-3281.

National School-to-Work Office, 400 Virginia Avenue SW, Room 210, Washington, DC 20024, phone 1-800-251-7236, Fax: 202-401-6211, E-mail: stw-lc@ed.gov, Internet: http://www.stw.ed.gov. The following publications are available.

- *A Guide to Work-Based Learning, Federal Child Labor Laws, and Minimum Wage Provisions.*
- *School-to-Work and Employer Liability: A Resource Guide.*

Nebraska Department of Education, Cooperative Education Director, 301 Centennial Mall South, P. O. Box 94987, Lincoln, NE 68509-4987, (402) 471-0948, Fax: (402) 471-0117.

Nebraska Department of Education, Equity Director, 301 Centennial Mall South, P. O. Box 94987, Lincoln, NE 68509-4987, (402) 471-2405, Fax: (402) 471-0117.

Nebraska Department of Labor, 1313 Farnam Street, Omaha, NE 68102-1898, (402) 595-3095.

Nebraska Equal Opportunity Commission, 301 Centennial Mall South, P. O. Box 94934, Lincoln, NE 68509, 1-800-642-6112.

U. S. Department of Labor, Employment Standards Administration, Wage and Hour Division, Fair Labor Standards, 200 Constitution Avenue, N W, Washington, D.C. 20210, (202)219-4907.

U.S. Department of Labor, Nebraska Office, 106 South 15th Street, Room 715, Omaha, NE 68102, (402) 221-4682.

U.S. Department of Labor Wage-Hour Division, Regional Office, City Center Square Building, 1100 Main Street, Suite 700, Kansas City, MO 64105-2112, phone (816)426-5386, fax (816)426-3482. The following publications are available:

- *Handy Reference Guide to the Fair Labor Standards Act,* WH Publication 1282.
- *Employment Relationship Under the Fair Labor Standards Act,* WH Publication 1297.
- *Interpretive Bulletin, Part 785: Hours Worked Under the Fair Labor Standards Act of 1938, As Amended.*
- *The Child Labor Requirements in Nonagriculture Occupations Under the Fair Labor Standards Act,* Child Labor Bulletin No. 101.
- *The Child Labor Requirements in Agriculture Under the Fair Labor Standards Act,* Child Labor Bulletin No. 102.

Vocational Rehabilitation, 301 Centennial Mall South, P.O. Box 94987, Lincoln, NE 68509-4987, (402) 471-3649, Fax: (402) 471-0117.

Workers' Compensation Court, 525 South 13th Street, P. O. Box 98908, Lincoln, NE 68509-8908, 1-800-599-5155.

BIBLIOGRAPHY

ACT Career Planning Program (CPP) Six Job Clusters, American College Testing, 2201 North Dodge Street, Educational Services Division, Iowa City, IA 52243

A Guide to Work-Based Learning: Business and Industry Risk Management Plan, Michigan Department of Education, Office of Career and Technical Education, PO Box 30008, Lansing, MI 48910

Academies in Context, CORD Communication, Vol 3, No. 4, Aug/Step., 1997, PO Box 21206, Waco, TX 76702-1206, Phone: 817-772-8756

Career Academies Presentation, December 1997, GMS Partners, Inc., National Career Academy Coalition, 1122 Kersey Road, Silver Spring, MD 20902

Career Academies: Communities of Support for Students and Teachers—Emerging Findings from a 10-Site Evaluation. James J. Kemple, Manpower Demonstration Research Corporation, December 1997, MDRC, 16 East 34 Street, New York, NY 10016-4326

Career Opportunity Fair 1997, Beatrice Chamber of Commerce, 226 South 6th Street, Beatrice, NE 68310, Phone: 402-223-2338

Consensus Framework for Workplace Readiness, CCSSO Workplace Readiness Assessment Consortium, July 1995, Council of Chief State School Officers, One Massachusetts Avenue, N.W., Washington, D.C. 20001

Designing Marketing Tools. Steve Walter, Tri-County Technical College, Pendleton, SC, Phone: 803-646-8361 X2253, Copyright 1994

Developing and Implementing School-to-Work in South Carolina, South Carolina Department of Education, 1429 Senate Street, Columbia, SC 29201, Phone: 803-734-8492, Fax: 803-734-8624

Getting to Work: A Guide for Better Schools , MPR Associates, Inc., 2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704, Phone: 510-549-4551

Holland's Self-Directed Search (SDS) Six Personality Types, Psychological Assessment Resources, Inc., P.O. Box 998, Odessa, FL 33556

Nebraska Innovative School-to-Work Strategies 1997, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987, Phone: 402-471-0948

Opening Minds, Opening Doors: The Rebirth of American Education, CORD Communications, PO Box 21206,

Waco, TX 76702-1206, Phone: 817-772-8756

Oregon Work Based Learning Manual, March 1996, Lane Community College, Cooperative Education Department, 4000 East 30th Avenue, Eugene, OR 97405-0640, Phone: 541-726-2203, Fax: 541-744-4168

The School-to-Work Glossary of Terms, National School-to-Work Office, Washington, DC, July 1996

Teacher Externship Guide: Step-by-Step Procedures for Designing Externships, Boston Public Schools, 26 Court Street, Boston, MA 02108

Workplace Learning Strategies Manual, Allan Hancock College, 800 S. College Drive, Santa Maria, CA 93454, Phone: 805-922-6966, EXT 3613

APPENDICES

471

SUBMINIMUM WAGE CERTIFICATES

Issued Under the FLSA Which Can be Used for Students

CERTIFICATE	REGULATION	LOWEST % OF FEDERAL MINIMUM WAGE	LIMIT TO HOURS AT CERTIFICATE RATE?	APPLICATION FORM
FULL-TIME STUDENTS Worker attends school primarily in the daytime in a bona fide educational institution. Can be issued to retail and service establishments, agricultural employment, or to institutions of higher education.	Part 519	85%	Yes: See Regulations	WH-200MIS Contact: W/H Office
STUDENT LEARNERS Age 16 or older. Worker is receiving instruction in an accredited school, college or university and is employed on a part-time basis pursuant to a bona fide vocational training program with organized plan of instruction in technical and industrial areas requiring substantial learning period.	Part 520	75%	Yes: See Regulations	WH-205
APPRENTICES IN SKILLED TRADES Generally, age 16 or older. Allows for the employment of apprentices in skilled trades. The minor must be employed in a craft recognized as an apprenticeable trade. The apprenticeship must be registered with the DOL.	Part 521	50% of the journeyman's rate per the apprenticeship agreement authorized by a registered apprenticeship program.	Yes: See Regulations	Application is the apprenticeship agreement
LEARNER'S IN SPECIFIED INDUSTRIES Applicable to employment of learners in specified industries where an adequate supply of qualified experienced workers is not available for employment. Learner is a worker whose total experience in the industry within the past three years is less than the period of time allowed as a learning period for that occupation.	Part 522	Authorized wage rates are industry specific.	Yes: See Regulations	WH-209 WH-208 WH-359
MESSENGERS Allows for the employment of messangers to be engaged primarily in delivering letters and messages.	Part 523	There have been no messenger certificates issued in many years.	N/A	No application form is available
SHELTERED WORKSHOP/WORKERS WITH DISABILITIES Worker's earning capacity is impaired by disability for the work to be performed. Issued to most tupes of establishments and school work experience programs. Sheltered workshop or work centers meaning a program providing workers with disabilities with employment or other occupational rehabilitating activity.	Part 525	Commensurate wages; no minimum	No	WH-226MIS
STUDENT WORKERS Age 16 or older. The occupation for which the student'-worker receives training must require a sufficient degree of skill to necessitate an appreciable learning period. Student-worker is a student who is receiving instruction in an educational institution and who is employed on a part-time basis in shops owned by the eudcational institution for the purpose of enabling the student to defray part of school expenses.	Part 527	75%	Yes: See Regulations	For application contact ESA, Wage-Hour, Branch of Special Employment Programs Office

APPENDIX B: HAZARDOUS OCCUPATIONS ORDERS

Hazardous Occupational Orders
U.S. Department of Labor

Following are conditions deemed hazardous for the employment of minors between 16 and 18 years of age. Occupations with an * are exempt from child labor laws for apprentices and student learners under the conditions (e.g., incidental to the training, intermittent and for brief periods of time, under close supervision, etc.) set forth on the first page of the training plan. Exemptions do not apply to student learners under age 16.

1. Manufacturing, storing, handling or transporting explosives or articles containing explosives (ammunition, black powder, blasting caps, fireworks, high explosives, primers, smokeless powder). Exceptions are retail establishments and nonexplosive areas.
2. Engaged as a motor-vehicle driver or outside helper (in The use of an automobile, truck, truck-tractor, trailer, semitrailer, motorcycle of similar vehicle on a public road, highway, near a mine, near logging or sawmill, or in an excavation) except incidental and occasional driving
3. Engaged in coal mining, including all work underground, in open-pit, or at a surface contributing to extraction, grading, clearing or other handling. Exceptions are picking slate or other refuse at a table or chute in a tipple or breaker, working in surface offices or maintenance or repair shops.
4. Work in all logging occupations or in the operation of any sawmill, lath mill, shingle mill, or cooperage stock mill. Exceptions include work in offices or in repair or maintenance shops; construction, operation, repair, or maintenance of living and administrative quarters; work in timber cruising, surveying or logging-engineering parties; repair or maintenance of roads, railroads or flumes; clearing fire trails or roads, piling and burning slash; maintaining fire-fighting equipment; constructing and maintaining telephone lines; acting as fire lookout or fire patrolman away from logging operations; peeling of fence posts, pulpwood, chemicalwood, excelsior wood, cordwood, or similar products when not done in conjunction with and at the same place as logging functions; and feeding or caring for animals. (Note: Exceptions shall not apply to the felling or bucking of timber, the collecting or transporting of logs, the operation of power-driven machinery, the handling or use of explosives and work on trestles.)

*5. Operating power-driven woodworking machines (feeding material into fixed or portable machines used or designed for doing any of the following to wood or veneer: cutting, shaping, forming, surfacing, nailing, stapling, wire stitching, fastening, otherwise assembling, pressing, printing, or removal of materials directly from the point of operation of circular saws and guillotine-action veneer clippers.)

6. Exposure to radioactive substances and to ionizing radiations. Includes storing or using radium; making, using, storing, processing, or packaging self-luminous compounds and incandescent mantles; and exposure to other radioactive substances and ionizing radiations that exceed federal standards.
7. Operating or assisting in the operation of power-driven hoisting apparatus (elevator, crane, derrick, hoist, and high-lift truck), including functions performed by crane hookers, crane chasers, and riggers. Exceptions include operating an unattended automatic passenger elevator or electric or air-operated hoist not exceeding one-ton capacity, and riding on a freight elevator operated by an assigned operator.

*8. Operating power-driven metal forming, punching and shearing machines (*metal-working machines* [e.g., dies, rolls, knives mounted on rams, plungers], *rolling machines* [e.g., beading, straightening, corrugating, flanging, bending, hot or cold rolling mills], *pressing and punching machines.*[e.g., full automatic feed and ejection punch presses with fixed barrier guards, power presses, plate punches], *bending machines* [e.g., apron brakes, press brakes, hammering machines, drop hammers, power hammers, shearing machines, guillotine shears, squaring shears, alligator shears, rotary shares]).

9. Engaged in mining, other than coal. Exceptions are work in an office, warehouse, supply house, change house, laboratory, repair or maintenance shop not underground. Other exceptions include operating and maintaining living quarters; surveying, road work, general clean-up outside the mine; building and maintaining railroad track when no mining or hauling is ongoing; surface placer operations other than dredging and hydraulic; metal millwork other than mercury recovery or using cyanide; operating jigs, sludge tables, flotation cells, drier filters; hand sorting at picking table or belt.

*10. Operating power-driven meat processing machines (meat patty forming machines, meat and bone cutting saws, knives, headsplitters, guillotine cutters, snoutpullers and jawpullers, skinning machines, horizontal rotary washing machines, casing-cleaning machines, crushing machines, stripping machines, finishing machines, grinding machines, mixing machines, chopping machines, hashing machines, or presses machines).

11. Operating bakery machines (dough mixer; batter mixer; bread dividing, rounding, or molding machine; dough brake; dough sheeter; combination bread slicer/ wrapper; cake cutting band saw; setting up or adjusting [only] cookie or cracker machine).

*12. Operating, assisting with, setting up or maintaining power-driven paper-products machines (arm-type wire stitcher or stapler, circular or band saw, corner cutter or mitering machine, corrugating and single-or double-facing machine, envelope die cutting press, guillotine paper cutter or shear, horizontal bar scorer, laminating or combining machine, sheeting machine, scrap paper baler, vertical slotter, hand-feed platen die-cutting, platen printing and punch presses).

13. Manufacturing of brick, tile, and kindred products. Exceptions include work in offices, laboratories and storerooms, storage and shipping, and drying departments for sewer pipe.

*14. Operating circular saws, band saws and guillotine shears. (Note: Apprentices and student learners restricted to machines equipped with full automatic feed and ejection).

15. Engaged in wrecking, demolition and shipbreaking, including cleanup and salvage done at razing, demolishing, or dismantling of building, bridge, steeple, tower, chimney, other structure, ship, other vessel.

*16. Engaged in roofing (applying weatherproofing materials and substance to roofs, the installation of roofs [including flashing], alternations, additions, maintenance, or repair [including painting and coating]). (Note: Apprentices and student learners also may engage in gutter and downspout work, construction for sheathing or base of roofs, installation of television antennas, air conditioners, exhaust and ventilating equipment and similar appliances).

*17. Engaged in excavation (working in or backfilling trenches, building excavations, tunnels or shafts). (Note: Apprentices and student learners restricted to depths of no more than four feet, excavations whose side walls are shored or sloped to the angle of repose, and tunnels or shafts after all driving or sinking and shoring operations are completed.)

APPENDIX C: SAMPLE TRAINING AGREEMENT/TRAINING PLAN

SAMPLE

SCHOOL-TO-WORK
TRAINING AGREEMENT

Student Name: ____________________ Telephone: ____________________
Street: ____________________ Date of Birth: ____________ Social Security #: ____________________
City: ____________________ State: ____________ Zip: ____________
Parent's Name: ____________________ Address ____________________ State: ____________ Zip: ____________

Employer Name: ____________________ Telephone: ____________________
Employer Address: ____________________

Days per Week: ____________ Hours per Day: ____________ Hours ____________ A.M. and ____________ P.M.
School Name: ____________________ School Location: ____________________
Career Cluster: ____________________ Training/Occupation Title: ____________________

Work-Based Learning Activity: (Check all that apply)

- ☐ Youth Apprenticeship
- ☐ Preapprenticeship
- ☐ Registered Apprenticeship
- ☐ Clinical Work Experience
- ☐ Cooperative Education
- ☐ Field Trip
- ☐ Internship/Practicum
- ☐ Job Shadowing
- ☐ Mentorship
- ☐ Part Time Work
- ☐ Service Learning Projects
- ☐ WECEP
- ☐ Other ____________
- ☐ Other ____________
- ☐ Other ____________

EMPLOYER'S RESPONSIBILITIES IN SCHOOL-TO-WORK. The employer agrees to place the trainee in the activity specified above for the purpose of providing occupational experience of instructional value. The activity will be under the supervision of a qualified supervisor and will be performed under safe and hazard free conditions. The trainee will receive the same consideration given employees with regard to safety, health, social security, general work conditions and other policies and procedures of the firm. The employer will adhere to all State and Federal Regulations regarding employment, child labor laws and minimum wages, and will not discriminate in employment policies, educational programs or activities for reasons of race, sex, color, religion, national origin, marital status, age or handicap. The student will not displace a regular worker.

STW COORDINATOR'S RESPONSIBILITIES IN SCHOOL-TO-WORK. The teacher/coordinator agrees to visit each trainee at the training station and will continue a close working relationship with the person to whom the trainee is responsible while on the job. The teacher/coordinator shall attempt to resolve any complaints through the cooperative efforts of all parties concerned. The teacher/coordinator will meet with each trainee's parent and/or guardian prior to placement and during the school year. The local education office will keep each trainee's Training Agreement on file for three (3) years.

PARENT'S/GUARDIAN RESPONSIBILITIES IN SCHOOL-TO-WORK. Parent and/or guardian agree for the student to participate in School-to-Work as provided by the public schools.

STUDENT'S RESPONSIBILITIES IN SCHOOL-TO-WORK: The trainee agrees to follow rules and guidelines established by the school, employer and coordinator with regard to hours of work, school attendance and reporting procedures.

HAZARDOUS OCCUPATIONS EXCEPTION. Will the student be involved in a hazardous occupation as defined under the Federal Child Labor guidelines? ______YES ______NO (If yes, complete the **Student Learner Exemption Agreement**.)

Parents agree to arrange transportation for their child to and from the work site. By signing this form they are giving permission for their child to receive emergency medical treatment in case of injury or illness. They also understand that school personnel will not be present when the student is at the site and will not be responsible for their child. All signatories agree to comply with the responsibilities specified in the training agreement.

____________________ Date ____________
Student

____________________ Date ____________
STW Coordinator

____________________ Date ____________
Parent or Guardian

____________________ Date ____________
Employer

____
Employer's Insurance Carrier

____
Carrier's Contact Person

SAMPLE

SCHOOL-TO-WORK
Federal Child Labor Law Hazardous Occupation
STUDENT LEARNER EXEMPTION AGREEMENT

STUDENT/WORK SITE DATA

Student's Name ______________________________ SS # ____________ Age ______________

Address ______________________________ City ____________ State ____________ Zip ______________

Home Phone ______________________________ Date of Birth ____________ Grade Level ______________

STW Coordinator ______________________________ Phone # ______________

School ____

Parent Guardian ______________________________ Phone # ______________

Apprenticeship Site ______________________________ **Phone #** ____________ **Address** ______________

Date Assignment Starts ______________________________ **Planned Ending Date** ______________

Travel Arrangements ____

16 and 17 Year Old Student Learners

With the *Student Learner Exemption Agreement* students can be employed in specific occupations declared hazardous by the Federal Child Labor Law. This agreement may only be executed in approved STC programs that provide specific skills training and result in placement of students in employment specifically related to that training. This agreement only applies to 16- and 17-year old student learners and specific occupations.

CHECK THE HAZARDOUS OCCUPATION(S) FOR WHICH THE EXEMPTION APPLIES:

____ On a scaffolding, roof, superstructure, residential building construction, or ladder above 6 feet.
____ In the operation of power-driven woodworking machines.
____ In the oepration of power-driven metal forming, punching, or shearing machines.
____ Slaughtering, meat packing, processing, or rendering, except as provided in 29 C.F.R. part 570.61 (c).
____ In the operation of power-driven paper products and printing machines.
____ Excavation operations.
____ Working on electric apparatus or wiring.
____ Operating or assisting to operate, including starting, stopping, connecting or disconnecting, feeding, or any activity involving physical contact associated with operating tractors over 20 PTO horsepower, any trencher or earthmoving equipment, fork lift, or any harvesting, planting, or plowing machinery, or any moving machinery.

In accordance with Section 450.061 (2), the undersigned attest to the following:

(1) The student learner is enrolled in a youth vocational training program under a recognized state or local educational authority.
(2) The work of the student learner in the occupation declared particularly hazardous is incidental to the training received.
(3) The work performed shall be intermittent and for short periods of time and under the direct and close supervision of a qualified and experienced person.
(4) That safety instructions shall be given by the school and correlated by the employer with on-the- job training.
(5) That the student has a schedule of organized and progressive work processes to perform on the job.

Student's Name (type or print)	Student's Signature
Parent's/Guardian's Name (type or print)	Parent's/Guardin's Signature
Employer's Name (type or print)	Employer's Signature
Coordinator's Name (type or print)	Coordinator's Signature
Principal's Name (type or print)	Principal's Signature
Optional: Superintendent's Name (type or print)	Optional: Superintendent's Signature

A copy of this agreement shall be maintained by the employer and the school.

SAMPLE Page 1 of 5

COOPERATIVE EDUCATION
TRAINING PLAN AND PROGRESS REPORT

The Coop Program is designed as an educational partnership between ______________________________ (School/Partnership), and ______________________________ (Employer).

STUDENT/WORK SITE DATA

Student's Name ______________________ SS # __________ Age __________

Address ______________________ City __________ State __________ Zip __________

Home Phone ______________________ Date of Birth __________ Grade Level __________

STW Coordinator ______________________________ Phone # __________

School/Address ____

Parent Guardian ______________________________ Phone # __________

Student Career Objective ____

COOP Site ______________ **Phone #** __________ **Address** ______________________

Work Site Supervisor ______________________________ **Phone #** __________

Date Assignment Starts ______________ **Planned Ending Date** ______________

Travel arrangements ____

GENERAL REQUIREMENTS

STUDENT TRAINING PLAN: The student training plan will include competencies to be mastered, connection of school site and work site competencies, career development information, and training activities scheduled for the school year.

WAGES: Wages must be paid during the training program in accordance with state and federal labor laws.

SCHEDULE OF CLASSES: Students participating in the program may train at the work site up to four hours a day, 20 hours per week. Training schedules will generally follow the school schedule regarding school days and holidays.

EXPECTATIONS: Upon graduation from high school, the student successfully completing the program will receive a high school diploma and may receive a certificate of mastery upon successfully completing the expected competency levels. The student will be prepared to enter the work force, pursue an associate degree at a two-year college, or apply for admission to a four-year college or university.

OBJECTIVES

The objective of the program is to give students the opportunity to gain work experience through the school-to-career setting, which may lead to a certificate of mastery. This would be accomplished by placing the student-learners in part time employment approximately 5 to 20 hours per week. Credit towards completion of an associates degree may be concurrently earned by the student-learner.

BEST COPY AVAILABLE

RESPONSIBILITIES

THE STUDENT WILL:

- Be prompt and maintain regular attendance at school and the training site.
- Obey all rules and regulations at school and the training site.
- Maintain high academic and training standards.
- Call appropriate school and training personnel if late or absent for reasons beyond the student's control.
- Arrive at training site appropriately dressed.
- Communicate openly with school coordinator or training mentor concerning any problems, concerns, or conditions that are interfering with progress at school or the training site.

THE PARENT(S) OR GUARDIAN WILL:

- Grant permission and give support for school-to-careers participation.
- Inform instructor/coordinator of information vital to the performance and success of the student.
- Provide transportation to and from the training site.
- Attend any meetings or activities to promote or monitor the student's progress.
- Provide appropriate medical insurance coverage.

EMPLOYER TRAINING PARTNER WILL:

- Interview and select students for the program.
- Provide a comprehensive training plan developed in coordination with the school districts. The plan includes work site competencies and school site competencies (see attached lists).
- Appoint a training supervisor/mentor for the student.
- Provide appropriate training space and equipment.
- Ensure that appropriate accident, liability, and workers' compensation insurance coverage is provided.
- Assess student's progress on a regular basis.
- Notify the sending school if the student is absent without notification.
- Provide safety instruction for student training.
- Permit the school's representative(s) to visit the student and supervisor at training site.
- Not displace a regular employee.
- Maintain appropriate records.

THE SCHOOL WILL:

- Appoint a coordinator to assist students at school and the training site.
- Work with the employer training partner in developing a comprehensive training plan that includes work-based and school-based competencies.
- Monitor each student's progress at the training site periodically.
- Assist students in planning and integrating school curriculum and training with emphasis, where possible, on applied academics and related occupational courses.
- Adjust class schedules when necessary to accommodate students.
- Provide individual career guidance to assist the student in deciding the next career progression step after high school.
- Assess student performance.
- Award school credit for the education/training.
- Ensure that appropriate accident, liability, and workers' compensation insurance coverage is provided.
- Maintain appropriate records.

Sample Training Plan - Page 3 of 5

WORK SITE COMPETENCIES

4=Skilled	3=Moderately Skilled	2=Limitedly Skilled	1=Unsuccessful	0=No Exposure

	GRADING PERIODS					
WORK COMPETENCIES	1	2	3	4	5	6
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						

If additional space is needed, attach an extra sheet of paper.

Sample Training Plan - Page 4 of 5

SCHOOL SITE COMPETENCIES

4=Skilled 3=Moderately Skilled 2=Limitedly Skilled 1=Unsuccessful 0=No Exposure

	GRADING PERIODS					
SCHOOL COMPETENCIES	1	2	3	4	5	6
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						

If additional space is needed, attach an extra sheet of paper.

BEST COPY AVAILABLE

430

TERMINATION

This agreement may be terminated for any of the following reasons: nonperformance on the part of the student or employer, relocation of either the student or employer, or change in the student's career choice. The employer and student must be notified prior to termination by the student.

SIGNATURES

Student	Date	Parent/Guardian	Date
High School Principal	Date	Worksite Supervisor	Date
School Site Instructor	Date	School/District WBL Cooridnator	Date

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity

DISTRIBUTION
White Copy to Business
Yellow Copy to Department of Labor
Pink Copy to Issuing Officer

APPENDIX D

RESTRICTIONS
Not More than 8 Hours in One Day
Not More than 48 Hours in One Week
Not Before 6 a.m. or After 8 p.m.

STATE APPROVED PROGRAM

NEBRASKA DEPARTMENT OF LABOR
DIVISION OF SAFETY & LABOR STANDARDS
State Office Building * 1313 Farnam Street, 3rd Floor * Omaha, Nebraska 68102-1898 * (402) 595-3997

Employment Certificate

(For Minors 13 and Under)

☐ Employment During School Year

☐ Employment During School Vacations

Date of Issue ______________, ____

This certificate authorizes the employment of ______________________________
(NAME OF MINOR)

______________________________ by ______________________________
(ADDRESS OF MINOR) (NAME OF BUSINESS)

______________________________ ______________________________
(ADDRESS OF BUSINESS) (NATURE OF BUSINESS)

______________________________ ______________________________
(BUSINESS TELEPHONE NUMBER) (WORK TO BE DONE BY MINOR)

Days per week ______ Hours per week ______ Hours per day______ $______________ Hourly wage

Day's work to start at ____________ ☐ A.M. ☐ P.M. Minor's Sex: ☐ Female ☐ Male

Day's work to end at ____________ ☐ A.M. ☐ P.M. Minor's Age _____ Date of Birth ______________

Certificate valid from ______________________, ______ to ______________________, ______

Evidence of age accepted ______________________________ Grade Completed____________
(SPECIFY)

Place of Birth ______________________________
(CITY) (STATE)

Color of Hair __________ Color of Eyes _________ Height ______ feet _____inches Weight______ pounds

Distinguishing facial marks ______________________________

Name of Parent(s) ______________________________ Telephone Number ______________________

Certificate is valid for one year. **sign here →**______________________________
(SIGNATURE OF MINOR)

* * * * * * * *

This is to certify that I have examined, approved and filed the papers required, and that the minor has been examined and has signed this certificate in my presence. **THE MINOR WILL BE EMPLOYED IN A NEBRASKA DEPARTMENT OF EDUCATION APPROVED PROGRAM.**

NOTE: The hourly restrictions indicated on this form pertain to Nebraska Child Labor Laws. **Federal child labor laws differ and are more restrictive**. It is the responsibility of the employer to be aware of which law applies and to be governed accordingly. Information regarding federal child labor laws may be obtained by calling the U.S. Department of Labor, Wage & Hour Division, Omaha, NE, (402) 221-4682.

____
(ISSUING OFFICER'S SIGNATURE)

____
(TITLE) (TELEPHONE NO.)

____
(NAME OF SCHOOL) (COUNTY)

____
(ADDRESS OF SCHOOL)

____
(CITY) (ZIP)

Rev. 10/97

Children 13 years of age and under may only be employed in connection with an employment program supervised and sponsored by the school or school district such child attends. The employment program must be approved by the Nebraska Department of Education.

A child 13 years of age and under shall not be permitted to work before the hour of 6 a.m or after the hour of 8:00 p.m.

The employer must keep the Employment Certificate on file and return the certificate to the school issuing the same when the child leaves the employment. The Certificate is issued in triplicate: white copy to business, yellow copy to Nebraska Department of Labor, pink copy for files of issuing officer.

The employer must keep posted in the room where the child works, a printed notice stating the hours of work of the child.

Children may not be employed in any work which by reason of the nature of the work is dangerous to life and limb, or in which the child's health may be injured or their morals depraved.

NEBRASKA DEPARTMENT OF LABOR
DIVISION OF SAFETY & LABOR STANDARDS

LINCOLN OFFICE
State Office Building
301 Centennial Mall South
P.O. Box 95024
Lincoln, Nebraska 68509-5024
(402) 471-2239

OMAHA OFFICE
State Office Building
1313 Farnam Street
3rd Floor
Omaha, Nebraska 68102-1898
(402) 595-3997

Web Site://www.dol.state.ne.us

Nebraska Department of Labor

DISTRIBUTION
White Copy to Business
Yellow Copy to Department of Labor
Pink Copy to Issuing Officer

APPENDIX E

RESTRICTIONS
Not More than 8 Hours in One Day
Not More than 48 Hours in One Week
Not Before 6 a.m. or After 10 p.m.

NEBRASKA DEPARTMENT OF LABOR
DIVISION OF SAFETY & LABOR STANDARDS
State Office Building * 1313 Farnam Street, 3rd Floor * Omaha, Nebraska 68102-1898 * (402) 595-3997

Employment Certificate
(For Minors 14 and 15 Years of Age)

☐ Employment During School Year

☐ Employment During School Vacations Date of Issue ____________, ____

This certificate authorizes the employment of ______________________________ (NAME OF MINOR)

______________________________ (ADDRESS OF MINOR) by ______________________________ (NAME OF BUSINESS)

______________________________ (ADDRESS OF BUSINESS) ______________________________ (NATURE OF BUSINESS)

______________________________ (BUSINESS TELEPHONE NUMBER) ______________________________ (WORK TO BE DONE BY MINOR)

Days per week ______ Hours per week ______ Hours per day______ $____________ Hourly wage

Day's work to start at ____________ ☐ A.M. ☐ P.M. Minor's Sex: ☐ Female ☐ Male

Day's work to end at ____________ ☐ A.M. ☐ P.M. Minor's Age _____ Date of Birth ____________

Certificate valid from ______________________, ______ to ______________________, ______

Evidence of age accepted ______________________________ (SPECIFY) Grade Completed____________

Place of Birth ______________________________ (CITY) ______________________________ (STATE)

Color of Hair __________ Color of Eyes _________ Height ______ feet _____inches Weight______ pounds

Distinguishing facial marks ______________________________

Name of Parent(s) ______________________________ Telephone Number ______________________________

Certificate is valid for one year. **sign here ➔** ______________________________
(SIGNATURE OF MINOR)

* * * * * * *

This is to certify that I have examined, approved and filed the papers required, and that the minor has been examined and has signed this certificate in my presence.

NOTE: The hourly restrictions indicated on this form pertain to Nebraska Child Labor Laws. **Federal child labor laws differ and are more restrictive**. It is the responsibility of the employer to be aware of which law applies and to be governed accordingly. Information regarding federal child labor laws may be obtained by calling the U.S. Department of Labor, Wage & Hour Division, Omaha, NE, (402) 221-4682.

______________________________ (ISSUING OFFICER'S SIGNATURE)

______________________________ (TITLE) (TELEPHONE NO.)

______________________________ (NAME OF SCHOOL) (COUNTY)

______________________________ (ADDRESS OF SCHOOL)

______________________________ (CITY) (ZIP)

Rev. 10/97

The employer must keep the Employment Certificate on file and return the certificate to the school issuing the same when the child leaves employment. The Certificate is issued in triplicate: white copy to business, yellow copy to Nebraska Department of Labor, pink copy for files of issuing officer.

The employer must keep posted in the room where the child works, a printed notice stating the hours of work of the child.

Children fourteen and fifteen years of age shall not be permitted to work more than eight hours a day, forty-eight hours a week, before the hour of 6:00 a.m. or after the hour of 10:00 p.m.

The Department of Labor is authorized to issue a special permit to allow the employment of 14 and 15 year old children before 6:00 a.m. and after 10:00 p.m. provided there is no school scheduled for the following day and after an inspection of the working conditions at the business premises. The special permit may be issued for periods not to exceed ninety days and may be renewed only after reinspection. The fee for each special permit or renewal shall be ten dollars. **Special Permits can not be issued if the business falls under Federal Law.**

Children under sixteen years of age may not be employed in any work which by reason of the nature of the work is dangerous to life or limb, or in which the child's health may be injured or their morals depraved.

The presence of a child apparently at work is prima facie evidence of employment.

NEBRASKA DEPARTMENT OF LABOR
DIVISION OF SAFETY & LABOR STANDARDS

LINCOLN OFFICE
State Office Building
301 Centennial Mall South
P.O. Box 95024
Lincoln, Nebraska 68509-5024
(402) 471-2239

OMAHA OFFICE
State Office Building
1313 Farnam Street
3rd Floor
Omaha, Nebraska 68102-1898
(402) 595-3997

Web Site://www.dol.state.ne.us

Nebraska Department of Labor

APPENDIX F

SPECIAL PERMIT
(For Minors 14 and 15)

The Nebraska Department of Labor is authorized to issue a **special permit** to employers who have applied for **an extension of the working hours** of a child 14 or 15 years of age. The employer who applies for the permit must have an Employment Certificate on file, signed by the child and parent/guardian stating that the child agrees to work before 6:00 A.M. or after 10:00 P.M.

The child may only work after **10:00 P.M.** if no school is scheduled the following day. The Nebraska Department of Labor inspects the business premises of the employer for the working conditions, safety, healthfulness, and general welfare of the child. **Special Permits are not issued if Federal Child Labor Laws apply to the business.**

The permit is issued for a period of not more than 90 days and a fee of **$10.00** is charged the employer. The permit is renewable only after reinspection of the business premises. The permit is only issued by the Nebraska Department of Labor, Division of Safety and Labor Standards.

Performing Arts Special Permit: When the Department of Labor finds it to be in the best interest of the child, the Department of Labor may issue a special permit waiving any requirement or restriction imposed on employment of a child pursuant to sections 48-301 to 48-313 for any child employed as a performer in the performing arts subject to such conditions as the Department of Labor deems necessary. Performing arts means musical and theatrical presentations and productions, including motion picture, theater, radio, and television productions. Before any such waiver is issued, the written consent of a parent or a person standing in loco parentis to the child is required. A fee of **$10.00** is charged for each special permit/waiver issued.

EMPLOYER'S SPECIAL PERMIT
To Employ Minors

☐ Before 6:00 a.m. or After 10:00 p.m. ☐ Performing Arts Waiver

STATE OF NEBRASKA

Nebraska Department of Labor

Division of Safety & Labor Standards
301 Centennial Mall South, L.L.
Lincoln, NE 68509-5024
(402) 471-2239

MARCH 1st 1867

Division of Safety & Labor Standards
1313 Farnam Street, 3rd Floor
Omaha, NE 68102-1898
(402) 595-3095

PERMIT NO.

Pursuant to the provisions of the Nebraska Child Labor Law, Sections 48-301 to 48-313, Compiled Statutes of Nebraska, as amended, and the report of investigation made by the Department of Labor as contained in the files of the Department and the payment of the statutory fee of ten dollars ($10.00), permission is hereby granted to:

____
(NAME OF EMPLOYER) (ADDRESS OF EMPLOYER)

to employ the minor listed below, subject to the special conditions hereinafter set forth; ____________________
____
____
____

____
(NAME OF MINOR) (ADDRESS OF MINOR)

CONDITIONS:

This permit shall continue in full force and effect for a period of ______ days beginning on ____________, 1998 and expiring on ____________, 1998.

Violation of any of the provisions of said law or of the special conditions set forth above shall be sufficient cause for revocation of this permit and may result in prosecution for violations of the Nebraska Child Labor Law.

Issued this ______ day of __________, 1998.

407

____
Commissioner of Labor

Rev. 7/97

APPENDIX G

CERTIFICATE OF AGE
(FOR MINORS 16 AND OVER)

The Certificate of Age is issued so the employer may have evidence of the minor's age. The Certificate of Age is issued by the Superintendent of Schools or by a person authorized by him or her in writing. The Certificate of Age is issued to minors 16 years of age or over. The Certificate is issued in triplicate: white copy to business, yellow copy to Nebraska Department of Labor, pink copy for files of issuing officer.

The Certificate of Age is not required by the Nebraska Child Labor Laws, but serves as proof of age for the employer in the event an inspection or investigation is conducted by the Nebraska Department of Labor.

Certificate of Age forms are furnished to the issuing officer by the Nebraska Department of Labor.

NEBRASKA DEPARTMENT OF LABOR
DIVISION OF SAFETY & LABOR STANDARDS

LINCOLN OFFICE
State Office Building
301 Centennial Mall South
P.O. Box 95024
Lincoln, Nebraska 68509-5024
(402) 471-2239

OMAHA OFFICE
State Office Building
1313 Farnam Street
3rd Floor
Omaha, Nebraska 68102-1898
(402) 595-3997

Web Site: http//www.dol.state.ne.us

DISTRIBUTION
White Copy to Business
Yellow Copy to Department of Labor
Pink Copy to Issuing Officer

NEBRASKA DEPARTMENT OF LABOR
DIVISION OF SAFETY & LABOR STANDARDS
State Office Building * 1313 Farnam Street, 3rd Floor * Omaha, Nebraska 68102-1898 * (402) 595-3997

Certificate of Age

(For Minors 16 Years of Age or Over)

Date of Issue ______________________

(NAME OF MINOR)

(ADDRESS OF MINOR)

(CITY) , NEBRASKA (ZIP)

(DATE OF BIRTH) / (AGE) / (SEX)

(TELEPHONE NO. OF MINOR)

(POSITION SECURED) (HOURLY WAGE)

(SPECIFY EVIDENCE OF AGE ACCEPTED)

(NAME OF PARENT OR GUARDIAN)

(CITY) (COUNTY)

(SIGNATURE OF MINOR)

(NAME OF BUSINESS)

(ADDRESS OF BUSINESS)

(CITY) (STATE) (ZIP)

(TELEPHONE NO. OF BUSINESS)

(SIGNATURE OF ISSUING OFFICER)

(TITLE)

(NAME OF SCHOOL)

(SCHOOL TELEPHONE NO.)

(ADDRESS)

(CITY) (COUNTY)

NOTICE TO EMPLOYER

The Certificate of Age is not required by the Nebraska Child Labor Laws, but serves as proof of age for the employer. This certificate is issued so the employer may have evidence of the minor's age acceptable under the Fair Labor Standards Act of 1938. The employer should obtain this certificate before allowing the minor to start work, and it should be kept on file as long as the minor is employed. Information concerning Nebraska Child Labor Laws may be obtained from the address listed above.

Under the Federal Law (Fair Labor Standards Act) there are no restrictions on the hours of work for 16 and 17 year olds, neither during nor outside school hours. They may work on any farm job. They may work on any non-farm job, except those declared hazardous by the U.S. Secretary of Labor. Information concerning Federal Laws may be obtained by calling the U.S. Department of Labor, (402) 221-4682.

REV.10/97

APPENDIX H

POSTING OF NOTICE

Every employer shall post in a conspicuous place in every room where children under 16 years of age are employed, a printed notice stating the hours required of them each day, the hours of commencing and stopping work and the time allowed for meals.

Every employer shall also keep two complete lists of all such children employed therein, one on file and one conspicuously posted near the principal entrance of the building in which such children are employed.

The printed form of such notice is furnished by the Nebraska Department of Labor, Division of Safety and Labor Standards.

Form No. 110

NOTICE

HOURS OF EMPLOYMENT FOR CHILDREN UNDER SIXTEEN YEARS OF AGE

In conformity with the provisions of section 48-310, compiled statutes of Nebraska, notice is hereby given that the number of hours which employees under the age of sixteen years employed in this room are required to work each day, the hours of commencing and stopping work and the time allowed for meals are as follows:

Name of Employee	Hours Required Each Day	Time Commencing	Time of Stopping	Time Allowed for Meals

Employer or Employer's Agent.

APPENDIX I: SPECIAL PERMIT - PERFORMING ARTS INDUSTRY

NEBRASKA DEPARTMENT of LABOR

Division of Safety and Labor Standards
1313 Farnam Street, 3rd Floor
Omaha, Nebraska 68102-1898
(402) 595-3095
(402) 595-3200 (fax)

****

CHILD LABOR GUIDELINES for the EMPLOYMENT of MINORS UNDER 16 YEARS of AGE in PERFORMING ARTS

1. The Department of Labor, upon determination that it is in the best interest of the child and taking into consideration the impact of possible school absences on the child's education, **may issue a special permit waiving any requirements or restriction imposed on employment of a minor under 16 years of age** as a performer in the performing arts subject to such conditions as the Department of Labor deems necessary.

   Performing arts means musical and theatrical presentations and productions, including motion picture, theater, radio, and television productions. Before any such waiver is issued the written consent of a parent or a person standing in loco parentis to the child is required.

   Since the employment of a minor under 14 years of age in the performing arts does not require obtaining a special approved employment certificate (age certificate) from the minor's school district, the Nebraska Department of Labor will provide written notification of the minor's employment status to the Nebraska superintendent of schools in the district in which the minor resides.

2. Minors 14 and 15 years of age residing in or outside the state of Nebraska will be required to obtain employment certificates (age certificates) if their school districts and state laws require them, and the Child Labor Laws of their respective states must be followed.

3. All minors under the age of 16 years will be required to have a parental/guardian consent form signed and presented to any performing arts business for their participation in productions **and a copy shall be furnished to the Nebraska Department of Labor**.

4. Minors must be accompanied by a parent/guardian at production locations and it will be the responsibility of the parent/guardian to notify and receive approval from the school when the minor is to be absent from school.

5. The Omaha office of the Nebraska Department of Labor, Division of Safety and Labor Standards must be furnished, at all times throughout productions, an updated, complete list of all minors under the age of 16 participating in the production. This list must be supplied by the performing arts business and must state the following information on each minor:

   a) The dates, times and locations of the productions/assignments;

   b) The minor's full name, complete address, telephone number, age, date of birth and the school district the minor attends.

6. Representatives from the Nebraska Department of Labor, Division of Safety and Labor Standards, and individual school district representatives may visit the location(s) of the productions/assignments at any time.

7. The hours of employment for minors 14 and 15 years of age are as follows: (a) not more than eight hours per day; (b) not before the hour of 6:00 a.m. nor after the hour of 10:00 p.m.; and (c) not more than 48 hours in a work week. A waiver may be issued by the Nebraska Department of Labor to extend these restrictions.

8. The hours of employment for minors 13 years of age and under are as follows: (a) not more than eight hours per day; (b) not before the hour of 6:00 a.m. nor after the hour of 8:00 p.m.; and (c) not more than 48 hours in a work week. A waiver may be issued by the Nebraska Department of Labor to extend these restrictions.

9. **Special Permits** and **Waivers** may be issued by the Nebraska Department of Labor allowing minors under the age of 16 to be employed if the performing arts business make a request to employ a minor. Waivers may allow any requirements or restrictions under the Nebraska Child Labor Law for the employment of a minor under the age of 16 to be waived. There is a $10.00 fee for each special permit or waiver issued. Please contact the Omaha office at (402) 595-3095 for further information.

C/L P.A. 8/97
cl-movi2.reg

403

APPENDIX I - CONT.

REQUEST FOR PERMISSION TO EMPLOY MINORS IN THE STATE OF NEBRASKA

STATEMENT OF EMPLOYER:

Permission is requested, pursuant to the provisions of the Nebraska Child Labor Law. Sections 48-301 through 48-313 to employ minors in the **performing arts industry** in work which is not hazardous or detrimental to the health, safety, morals, or education of the minors. We agree to abide by all laws, rules, and regulations governing the employment of minors in the performing arts.

Business ____________________ Owner ____________________

Address ____________________ City ________ State ________ Zip ________

(   ) ________ Telephone Number ____________________ Business Representative

____________________ Signature - Business Representative ________ Date

STATEMENT OF PARENT OR GUARDIAN:

I hereby grant ____________________ (Business Name) the right to employ ____________________ (Name of Minor).

my son/daughter/child over which I have guardianship of for employment in the production of ____________________ during the following dates ____________ through ____________.

I will safeguard to the best of my ability his/her health, safety and morals. In addition, if he/she will be absent from school I will get written approval from the school district for his/her absence.

Name of Minor ____________________

Home Address ____________________ Address ________ City ________ State ________ Zip

Home Phone Number (   ) ____________________

School ________ Name ________ Address ________ City ________ State (   ) Telephone

Date of Birth ____________ Age ____________ Salary ____________

Parent/Guardian ________ Name ________ Address ________ City ________ State ________ Zip

____________________ Signature-Parent/Guardian ________ Date

SCHOOL RECORD:

I hereby certify that the above named minor meets his/her school district's requirements with respect to the employment in the performing arts industry.

School Official ________ Address ________ City ________ State ________ Zip

C/L P A 1/97

____________________ Signature ________ Date

File ________

STATE OF NEBRASKA
Department of Labor

Report of Investigation and Transportation Authorization
To Employ Minors 14 and 15 Years Old
Before Six O'Clock A.M. or After Ten O'Clock P.M.

Name of Business: ______________________ / ______________________
(Owner's Name)

Business Address: ____
(Street Address) (City) (State) (Zip)

Telephone Number: ______________________ / ______________________
(Area Code) (Type of Business)

From a standpoint of safety, health and general welfare of the employment of minors, ________________ is permitted to work before the hour of 6:00 A.M. or after the hour of 10:00 P.M. EXCEPT on nights preceding school.

Investigator's Remarks: ____

____

The Special Permit issued will be considered void should Federal Child Labor Laws apply to the above business.

______________________ ______________________
(Investigator) (Date)

I hereby agree to the extension of hours of employment as stated herein and transportation is to be provided by ________________.

______________________ / ______________________ / ______________________
(Parent/Guardian Signature) (Employer Signature) (Minor Signature)

______________________ / ______________________ / ______________________
(Date) (Date) (Date)

****

For Official Use Only

****

Permit No.: ____________ **New Permit #:** (Y)___ (N)___

Issued: ____________ **Renewal #:** ________

Revoked: ____________

Expires: ____________

Gross Business Per Year: __ Over $500,000 ___ Under $500,000

****

CC: DOL Employer Parent Rev. 6/97

CL-IV&TR.FRM

APPENDIX J

0006.11 DIVERSIFIED OCCUPATIONS/SCHOOL-TO-WORK ENDORSEMENT*

006.11A GRADE LEVELS: 7-12

006.11B ENDORSEMENT TYPE: Supplemental.

006.11C DESCRIPTION OF ENDORSEMENT: Persons with this endorsement may teach/coordinate courses of instruction which include job-related skills applicable to a variety of occupations and supervise students in grade 7 through grade 12 who are involved in school-to-work activities.

006.11D ACADEMIC REQUIREMENTS: This endorsement requires a minimum of 12 hours of professional vocational education which shall include the following:

006.11D1 Three (3) semester hours in coordination techniques.

006.11D2 Three (3) semester hours in vocational special needs.

006.11D3 Three (3) semester hours in a vocational education foundations course.

006.11E OCCUPATIONAL EXPERIENCE: This endorsement is available only to those persons who have 1000 verified hours of work experience through paid, volunteer, or internship activities.

---

*Approved by the Nebraska Council On Teacher Education on June 9, 1995.

do'endos

(Over)

Rationale for Changes in Diversified Occupations Endorsement

The Diversified Occupations Endorsement has been revised to reflect the current national trend:

- to provide school-to-work opportunities for all students.
- to promote formation of local partnerships that are dedicated to linking school and work.
- to motivate all youths, including low achieving youths, school dropouts, and youths with disabilities, to stay in or return to school or a classroom setting and strive to succeed, by providing enriched learning experiences and assistance in obtaining good jobs and continuing their education in postsecondary educational institutions.
- to facilitate the creation of a universal, high-quality school-to-work transition system that enables youth to move along a path that leads to productive employment.

Teachers with a Diversified Occupations/School-to-Work Endorsement would possess the knowledge and skills:

- to prepare students for the transition from school to work.
- to match students with the work-based learning opportunities of employers.
- to monitor student progress in on-the-job training experiences.
- to integrate academic and occupational learning
- to provide technical assistance and services to employers and others in designing school-based learning components.
- to encourage the active participation of employers in school-based and work-based learning programs.

Dropping the requirement for the applicant to be endorsed in agriculture, home economics, marketing, or industrial arts, opens the endorsement up to both academic and vocational teachers. Since many academic teachers may not possess knowledge of the world of work outside of education, an Occupational Experience requirement has been added.

APPENDIX K: FREQUENTLY ASKED QUESTIONS

Transportation/Driving

1. **Students under 18 years of age should not drive motor vehicles as a regular part of their WBL plan, what about students driving to the job/class site?**

   Permission to drive is granted under the Nebraska Motor Vehicle operating regulations. These requirements clearly state the conditions for motor vehicle operation in Nebraska.

2. **In "rural" Nebraska, situations arise where a student needs to drive from 10-30 miles to get to the WBL experience. How do the 16-17 year olds get there? What are the legal implications?**

   STW in Nebraska is encouraged - not required. If students have their own transportation, provisions can be made for its use in attending WBL opportunities. If not, the school or STW partnerships could make other transportation arrangements for the students.

3. **Are exceptions made to driving restrictions in Hazardous Occupations Order #2?**

   YES - if the driving is:
   Incidental: < 20% of workday; < 5% of workweek.
   Occasional: No more than once in a workweek or four times in a calendar month.

4. **If the state allows 14 and 15 year olds to have school permits, what are the laws/liabilities for these students driving from school to work sites (during the school day)?**

   School Permits are regulated under the Nebraska Motor Vehicle licensure laws. These guidelines should be researched before allowing a 14 and 15 year olds to drive to a work site.

Insurance/Liability

5. **What insurance covers volunteers driving their own car? Should volunteers be screened in any way?**

   Nebraska Motor Vehicle laws require operators to have insurance. This requirement would apply to volunteers who drive their own car. Driving records of student volunteers should be reviewed and appropriate conditions for driving as part of the school-sponsored program implemented.

6. **Are there certain insurance companies that provide assistance to businesses cooperating with schools?**

   Most insurance providers will cooperate in assisting schools and businesses with adequate coverage.

7. **What type of additional insurance, if any, is needed by the employer, schools, parents or students for WBL experiences? What happens if unpaid student gets hurt on-the-job?**

   Insurance requirements depend on the type of WBL activity being provided. Job shadowing and exploration in most cases, wouldn't require additional insurance. Paid and non-paid job training should be treated separately. Paid employees (full-time & part-time) would be covered by Workers Compensation Insurance whereas unpaid students would not have the save coverage. If an unpaid student is injured on-the-job someone has to assume liability. Liability issues should be dealt with before a student is employed for no pay. Other conditions may apply in this instance.

8. **In a nonpaid WBL experience, could an employer insist that the student or school purchase a liability insurance policy?**

   Yes. The employer could require this or they may choose to increase their liability insurance coverage and have the student or school contribute to payment of the additional premium.

9. **Is it a good idea for schools to take our an umbrella policy or rider to cover potential liability for unpaid WBL experiences?**

   Yes. It is usually relatively inexpensive to obtain the additional coverage.

10. **Who is liable if a student has an accident at a STW activity?**

    It would depend on the type of accident and whether negligence was involved. School-to-Work students should only be placed in safe, relevant learning and earning opportunities.

11. **Has the Nebraska Department of Education made any provisions for insurance of covering liability of schools, administrators, and teachers who sponsor STW activities? If so, what? If not, why not and when?**

    No, this would require legislative authority.

12. **Has the Department of Education developed a generic one-size-fits-all form that explains liability and insurance issues that is also a parental consent form that would work for all workplace placements? Is it advisable to do this?**

    No, the Nebraska Department of Education has not developed such a form. A generic form could not cover the magnitude of issues presented here. They could provide technical assistance on guidelines for developing such forms by the STW Partnership.

13. **Can parental consent forms lessen or relieve liability?**

    Consent forms are a good communication tool, but they cannot overrule the "right to sue."

Wages

14. **Do most Nebraska employers have to pay minimum wage?**

    YES. Most are covered by the Federal Wage and Hour Act which requires payment of the Federal minimum wage and 1 ½ times the regular rate for over 40 hours per week. EXCEPTION: If school/business holds a subminimum wage certificate. Eligibility: disability, student-learner in vocational education program, full-time students in retail or service establishment, or institutions of higher education.

15. **How often does a student with a severe disability (being paid a subminimum wage) need to be evaluated (productivity level) on a job site?**

    The evaluation issue is at the discretion of the student's school district.

16. **If an 18 year old works part-time for minimum wage must she/he receive overtime for hours worked over 40 hours a week?**

    Yes.

17. **October 1 falls in the middle of our pay period. Must the minimum wage pay raise begin on**

October 1 or can it begin at the beginning of our next pay period?

The increase in Federal minimum wage must begin on October 1, 1997.

Time Restrictions

18. **Why do we have hours that minors may work in Nebraska that conflict with U.S. laws (Nebraska: 6:00 a.m - 8:00 p.m. . . . . . . Federal: 7:00 a.m. - 7:00 p.m.)?**

    These requirements were passed by separate legislative bodies reflective of needs at the time of passage.

19. **The Federal Child Labor Law of 7:00 a.m. - 7:00 p.m. restricting the hours minors under 16 years of age can work is in conflict with the Nebraska State law of 6:00 a.m. - 8:00 p.m. I thought the State law couldn't conflict with Federal laws preempting State law, is this true?**

    Preempting is not an issue since the time differences affect different employers. Employers that are not covered by the Federal law must abide by State law. If employers are covered by both State and Federal law, the stricter law applies.

20. **If the job is not on school time does this make a difference?**

    Yes, the student's age and educational program also affect student employment situations.

Other

21. **How much and what kind of information about a student can be shared with an employer or mentor, such as information about aptitude scores or family issues that might affect the employer/employee relationship?**

    Anything that is part of a minor student's personal file requires parental permission and a signed release by the school.

22. **We are on the Kansas-Nebraska border, are child labor laws similar in Kansas and are we legally allowed to use those employers in another state for our school-to-work program?**

    State lines do not restrict employment. However, state laws prevail in the state of employment, if applicable.

23. **Could an employer insist on the purchase of special clothing or shoes?**

    Yes. The employer could require this.

24. **What can be done about sexual harassment?**

    Standard sexual harassment policies should be followed and activated.

25. **Since schools cannot legally require students to "volunteer", how can they require community service for graduation or as a requirement for a particular class?**

    Volunteering and Community Service programs are not identical. If a school/class requires community service, the student cannot be considered a volunteer.

NEBRASKA

Work Based Learning Manual

PART X

TEACHER EXTERNSHIP GUIDE

NEBRASKA STATE DEPARTMENT OF EDUCATION

Kimberly J. Peterson	District 1	Lincoln
Ann Mactier	District 2	Omaha
Beverly J. Peterson	District 3	Oakland
Rick C. Savage	District 4	Omaha
Katherine Endacott	District 5	Pleasant Dale
Terry Loschen	District 6	Grand Island
Kathy Wilmont	District 7	Beaver City
Kathleen McCallister	District 8	Omaha

Douglas D. Christensen, Ph.D.
Commissioner of Education

NEBRASKA INDUSTRIAL COMPETITIVENESS ALLIANCE SCHOOL-TO-CAREERS COMMITTEE

Thomas Whalen, Chair	Silverstone Consulting, Inc.	Omaha
Dennis Baack	Nebraska Community College Association	Lincoln
Craig Broyhill	Broyhill Company	Dakota City
Dr. Doug Christensen	Nebraska Department of Education	Lincoln
Dr. Don Helmuth	University of Nebraska -Lincoln	Lincoln
Dr. Carroll Krause	Nebraska State College System	Lincoln
Maxine Moul	Nebraska Department of Economic Development	Lincoln
Jim Paladino	Omaha Joint Electrical Apprenticeship	Omaha
A.F. "Tony" Raimondo	Behlen Manufacturing	Columbus
Sandy Scofield	Nebraska Math and Science Coalition	Lincoln
Maureen Wenke	Wenke Manufacturing Company	Pender

The Nebraska Work Based Learning Manual was developed by the Nebraska Department of Education through funding provided by the Carl D. Perkins Vocational and Applied Technology Education Act, Grant #V048A1002700 and the School-to-Work Opportunities Act, Grant #9724441 with the State of Nebraska. It is the policy of Nebraska Departments of Education and Economic Development not to discriminate on the basis of sex, disability, race, color, religion, marital status, age or national or ethnic origin in its education programs, admissions policies, employment or other agency-administered programs.

Inquiries about the manual may be directed to: Carol Jurgens, Tech Prep Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE, 68509, 402-471-0948, cjurgens@nde4.nde.state.ne.us

6/98

Part X - Teacher Externship Guide
TABLE OF CONTENTS

This guide was adapted with permission from the ***Teacher Externship Guide: Step-by-Step Procedures for Designing Externships*** developed by the Boston Public Schools under a Boston Integration Project grant from the U.S. Department of Education under Public Law 101-392, the Carl D. Perkins Act. We gratefully acknowledge their work in creating this document and for granting permission for us to adapt it for use in Nebraska.

INTRODUCTION 1

A. EXTERNSHIP GOALS 2

B. BENEFITS OF EXTERNSHIPS 2
- Business 2
- Teachers 3
- Students 3

C. ELEMENTS OF SUCCESSFUL PROGRAMS 3

D. COMPETENCIES FOR SUCCESS IN CAREER AND SCHOOL 4

E. EXTERNSHIP MODELS 4
- Job Shadowing 5
- Short-Term Externships 5
- Long-Term Externships 6

F. SETTING UP EXTERNSHIP PROGRAMS 6
- Step # 1 Recruiting 6
- Step # 2 Matching Externs with Business Partners 7
- Step # 3 The Planning Session 7
- Step # 4 The Days of the Externship 8
- Step # 5 Post Externship 8
- Step # 6 Outcomes/Products 9

G. NEBRASKA SUCCESS STORIES 10

H. SAMPLE FORMS FOR EXTERNSHIPS 11

Introduction

It is our belief that all students need to know about the world of work . As students gain insight into career options, they will be able to make intelligent decisions regarding their futures and how to make them a reality.

The following chart represents a K-12 succession of career awareness activities and experiences that allow students to learn about career options, skills and preparation requirements. This chart illustrates a sequence of opportunities that provides the basis for the Nebraska School-to-Careers System. Students move from career awareness through to career application as they define their interests, refine their skills and develop their future plans.

Elements of the NEBRASKA SCHOOL-TO-CAREERS SYSTEM

Connecting Activities

- Establish partnerships between business/industry/government and education
- Master work based competencies to be learned via a combination of school site and work site learning.
- Link educational programs with employer strategies to upgrade current work force
- Integrate academic and vocational education to connect school site and work site learning
- Evaluate courses/programs to determine appropriateness and relevancy of content and methodology
- Establish horizontal and vertical articulation between and among all levels of educational institutions
- Improve and strengthen career guidance skills for all school personnel
- Provide professional development for teachers, counselors, administrators, and mentors
- Establish a procedure for monitoring effectiveness of the system

Career Awareness	Career Exploration	School Site Career Preparation	Work-Site Career Application
♦ Career Fair/Career Day ♦ Classroom Guest Speakers ♦ Field Trips	♦ Career Guidance & Counseling Services ♦ Career Interviews ♦ Job Shadowing ♦ Research Paper/Project	♦ Applied Academics ♦ Entrepreneurship Projects ♦ School-Based Enterprises ♦ Tech Prep Programs/ Articulation ♦ Vocational Student Organization (VSO) Projects/Competition ♦ Vocational-Technical Programs ♦ Workplace Readiness Courses	♦ Apprenticeships ♦ Clinical Work Experience ♦ Cooperative Education ♦ Internship/Practicum ♦ Mentorships ♦ Part Time Work ♦ Service Learning Projects ♦ Supervised Ag Experience (SAE) ♦ Work Experience Career Exploration Programs (WECEP)

The Teacher Externships Program is built on the assumption that the teacher, as the guide for the students, must also be part of the continual career awareness and experience process.

This guide has been created for teachers and employees from companies and community based organizations who are interested in planning a teacher externship. Externships connect classroom teachers to the workplace and are critical to the development of a K-12 school-to-career system. This guide contains a conceptual framework and outlines a step-by-step procedure for developing teacher externships. Three externship models and examples of products that connect workplace experiences to classroom teaching are provided. The guide can also be used for school-to-career professional development for teachers.

Why are we so concerned about connecting business and education?

The educational and business communities are concerned that students will not have the skills needed for the successful completion of postsecondary education and the preparation needed to compete in a global economy. Many businesses have decided to improve this situation by getting involved with schools. Industry has joined forces with educators to introduce connecting valuable workplace skills and competencies into the curriculum. This connection will ultimately improve the quality of Nebraska Public School graduates entering the labor market.

In an effort to raise the skills levels of students to be in line with those expected in today's job market, it is critical for students to make the connections between what is learned in the classroom and skills required in the workplace. To accomplish this, new curricula and the infusion of a variety of innovative teaching strategies are needed. Externships are one way for teachers to explore those real world applications and apply them to their classroom curriculum and teaching methods.

A. EXTERNSHIP GOALS

An externship is a process that allows teachers to complete a period of service in the workplace or community. This collaborative experience gives educators and business professionals a structured time to connect with one another and to develop materials in order to meet the education and employment needs of Nebraska students.

The Externship Experience

- Increases awareness and knowledge of labor market trends including changing work competencies and attitudes.
- Gives a realistic perspective of today's workplace and the skills students will need to succeed.
- Provides an opportunity to gather information to aid in the design of curriculum.
- Offers teachers a rich professional development opportunity to enhance subject expertise and explore new teaching strategies.
- Increases awareness of career pathway potential in occupational areas.
- Gives business professionals and educators an opportunity to have a constructive dialogue.
- Enables businesses to actively support workforce development.

B. BENEFITS OF EXTERNSHIPS

Business will have the opportunity to:

- Make a positive impact on classroom curriculum and instructional practices.
- Aid in preparing students with the skills they need to enter the work force.
- Gain a realistic perspective about teaching and learning in schools today.
- Develop personal connections with educators and students.

Teachers will have an opportunity to:

- Gain an understanding of the skills needed in today's workplace.
- Develop personal connections with business professionals.
- Increase knowledge of changing workplace competencies and attitudes.
- Obtain a better understanding of the post-secondary requirements students need.
- Examine new teaching strategies reflected in business organization structures (i.e. team approach, project management).

Students will have an opportunity to:

- Understand and experience how school learning relates to the work place.
- Learn how to be an effective team member.
- Identify the skills and competencies required in the workplace and in post-secondary education.
- Participate in an active learning environment.
- In some cases, actively participate in a work based experience.
- Experience a curriculum that employs real world applications.

C. ELEMENTS OF SUCCESSFUL PROGRAMS

How can I translate the experiences from the Externships to my everyday teaching and also meet my teaching requirements.?

It is important that the Externships have meaning for the teacher and the business/community organization partner and provide information that will translate into activities that prepare students for the future. The Externships should also help the teacher meet their curriculum and personal goals.

The following are four basic elements for a successful and meaningful Externships experience.

- ***Ownership***: Both the teacher and the partner must be invested in the development of a meaningful Externships and follow-up in the classroom.

- ***Input***: By linking the Externships to curriculum and the *Competencies for Success in Career and School*, a framework will be created that will enable the teacher and the partner to understand that the work they are doing together will become part of what is taught in the classroom and will contribute to students' employability.

- ***Reflection***: An Externships will present the teachers with new information which needs to be incorporated in both the content and process of teaching in the classroom. Time is required for understanding the connection between the skills taught in the classroom and the world outside. Partners also need to understand the school environment which may be new to them. Business and community-based organizations will need to consider what they have learned, by observing and asking questions, to understand the new content of a classroom.

- ***Accountability:*** The externship is a means to an end; that end is improved student learning and quality professional development for teachers. Teaching methods may change to reflect the way "business" is conducted in the world of work. We are all accountable for providing our youth with the knowledge and tools they need for the future.

D. COMPETENCIES FOR SUCCESS IN CAREER AND SCHOOL

A Boston Work-based Learning Plan Committee consisting of members from the Boston Private Industry Council, Boston teachers and local business representatives identified eleven competencies and skills needed to succeed in the modern workplace as well as in higher education. These eleven competencies link academic and technical proficiencies that businesses and higher education institutions recognize students need to learn before they graduate from high school.

COMPETENCIES FOR SUCCESS IN CAREER AND SCHOOL

1. Communicate and Understand Ideas and Information
2. Collect Analyze and Organize Information
3. Identify and Solve Problems
4. Understand and Work within Complex Systems
5. Use Mathematical Ideas and Techniques
6. Use Technology
7. Initiate and Complete Entire Activities
8. Act Professionally
9. Interact with Others
10. Learn and Teach on an Ongoing Basis
11. Take Responsibility for Career and Life Choices

Boston Work Based Learning Planning Committee

E. EXTERNSHIP MODELS

There are three common models for creating an Externships. The models vary in the amount of time a teacher spends in the business and the objective/expected outcome for the Externships. For example, if the desired outcome is the development of a new task list of career competencies for a career pathway, then a Long-Term Externships would be preferable. This model gives the teacher a sufficient amount of time to review in-depth the type of skills that students need in that particular career path. If a teacher wishes to plan a unit/project in a particular career field and needs ideas, a Job Shadow or Short-Term Externships of one to three days may be sufficient.

The following provides more extensive information about the three models.

Job Shadowing

The model allows for an overview or broad understanding of the workings of a business.

Short-Term Externships

The outcomes from this model usually focus on broad thematic projects rather then specific career pathways or business areas.

Long-Term Externships

This model requires the teacher to spend a significant amount of time in the business in order to go beyond the purely observational phase.

Job Shadowing

This model is appropriate for teachers who wish to investigate the broad aspects of an industry or business. The model allows for an overview or broad understanding of the workings of a business.

Purpose/Objectives of Model

- Identify competencies, skills and educational requirements necessary for a specific job or industry.
- Learn about positions that are not immediately obvious within a business.
- Increase the awareness of the scope of the organization's mission and .understand how business is conducted.
- Gain an awareness of f all aspects of a particular industry.

Features of the Model

- Teachers spend one day of observation at the business site.
- The experience is highly flexible.
- This model works well with any size company and community organization.
- The model is easy for companies and teachers to structure and coordinate because the observation is only for one day.

Expected Outcomes

Teachers have an increased awareness of a business or a community based organization by observing the range of careers, educational requirements and all aspects of the business/community.

Examples

- A teacher visits and observes a health care professional working. in a hospital for a day.
- Teachers take a tour of Cablevision with a supervisor and discuss job positions and employment requirements.
- Teachers visit a variety of departments at University with a representative from the Human Resources Department.
- A teacher visits a neighborhood organization and interviews employees about their responsibilities and the mission of the agency.
- A teacher visits a hotel and observes the hotel manager for one shift.

Short-Term Externships

A short-term Externship provides teachers an opportunity to observe a business to obtain a greater understanding of competencies, skills and educational requirements. The outcomes from this model usually focus on broad thematic projects rather then specific career pathways or business areas.

Purpose/Objectives of Model

- Identify competencies/skills and educational requirements necessary for a specific job/industry.
- Experience first-hand the culture of the business organization.
- Engage in an opportunity that can use a hands-on project that benefits both the business and the teacher.
- Tap the expertise of an industry professional to help connect workplace and classroom learning.
- Develop professional and collegial relationships outside the school.

Features of the Model

- Requires two or three days at the Externship site
- Emphasis is on project based learning and community service.
- Works well with smaller organizations such as community based agencies, human service providers and small neighborhood stores.

Expected Outcomes

A classroom project is created using the information and contacts acquired through the Externship experience and a greater level of collaboration between the teacher and the business partner or community agency.

Example Project

A middle school teacher visits a professional employed in a health related field at a hospital over the course of two days. The business partner shares the hospital's educational program and research about smoking with the teacher. The teacher brings back information from the Externship, to the classroom by having students complete a unit on anti-smoking which was developed in collaboration with the health professional at the hospital.

The students create an anti-smoking pamphlet to share with elementary students designed to educate the children about the health hazards of smoking. The students also take part in an art contest to design the best anti-smoking slogan. The winner's design is printed on T-shirts and posters. Each student receives a T-shirt and poster upon successful completion of the project.

Long-Term Externships

This model is for teachers who wish to acquire knowledge of specific skills needed in one industry area or specific occupational field. It requires the teacher to spend a significant amount of time in the in order to go beyond the purely observational phase.

Purpose/Objectives of Model

Amount of time needs to be spent in a business in order to gain depth information about a career pathway and/or technical/vocational area. to get a firm grasp of the business area to the extent that they translate observed business skills into curriculum and student products.

Features of the Model

- This Externship experience lasts from one week to one month. It is recommended that this Externship be completed on consecutive days, during a school vacation or during the summer.
- Teachers meet with the business partner prior to the experience to plan the outcome/product and at the end of the Externship for reflection and follow-up activities.
- Teachers meet for networking and support during the school year working as a team in the implementation of their outcome/product.
- Keeping a journal or using other forms of collecting information and contacts from the business is necessary for this model to be effective.

F. SETTING UP EXTERNSHIP PROGRAMS

This section outlines a step-by-step process for structuring teacher externships. It is designed to help an individual in charge of coordinating an externship program or a teacher who wishes to participate in an externship experience for his./her own professional development. The final outcome for this process is the alignment of what is observed in the externship with classroom applications. School and work connections are found in the form of student products, real life application problems an teaching techniques that reflect the way business is accomplished through team interaction.

Step One: Recruiting

Give yourself two months to implement the Externship.

- Identify potential **teacher externs**. To generate interest in teacher externships provide written material and host presentations by past teacher externs. Create a bulletin board at your school sharing information on externships by displaying sample products and photos. Use sign-up sheets to help identify teachers and their interest areas. Two teachers from different subject concentrations and/or academic and career pathways may want to join together when visiting a site. Matching up a pair or small team of teachers with a particular business externships host can be an effective model.

- Identify **business sources** for externships (industries, sites, school partners): Identify potential business areas needed by meeting with teachers to discuss their interest area. The teachers may have specific ideas concerning businesses they would like to visit. Target business and potential externships partnerships by using resources such as parents, advisory committees, local trade boards, the Private Industry Council, city departments and community organizations. These people may be able to provide contacts within specific companies. They may be able to contact the company on your behalf.

Once potential companies or sites have been identified, schedule a meeting with the appropriate person in the company to discuss the possibility of a teacher Externships and the benefits it offers participants and students. The human resource and community relations departments of a company are logical contact points. When a contact at the business has been made, provide that business liaison with sign-up forms and information (literature, brochures, a guide) about the Externships experience.

Step Two: Matching Externs with Business Partners

When the sign-up forms from the school and businesses have been returned, begin matching teachers and business people who have similar interests. Teachers and their business counterparts should be matched according to what their interests, objectives and availability are for the Externships experience. Companies will have different opportunities to extend to educators and schools will have different objectives for wanting to participate in an Externships. It is important to consider these factors during this phase.

- Consider your objectives in choosing an Externships model: There are several common models of teacher externships which vary in the amount of time a teacher spends in the work place and the objective for the visit. Externships can be completed during release time from the school day or during school vacations. The duration of an Externships experience can vary from one day to a month, or longer. The time period should be determined according to mutually agreed upon objectives and expected outcomes by both teachers and business partners.

  The objective of a one-day experience, often referred to as a **Job Shadow**, is often to survey a workplace for career awareness information. Two-to three-day externships or **Short Externships** provide an opportunity to gather more specific workplace skills information which can be integrated into the classroom curriculum and career pathways. **Long Externships** are most effective when teachers spend one week to a month in a work place. This time period allows teachers to observe workplace skills and gain an understanding about the organizational culture, and collaborate with business professionals in developing curriculum for the classroom. (See Forms 1 and 2: *Teacher and Business Profile Forms.*)

Step Three: The Planning Session

Setting up the Externships partnership is a collaborative process between the teacher and business. Once the teacher extern(s) and business have been paired, they should meet to discuss their plans and expectations for the Externships experience. There are a number of important areas, aside from the dates and location that need to be discussed. Give yourself enough time to meet your business partner and consider each other's objectives for the Externships. Be sure that all necessary approvals or endorsements of key people in the business and school have been affirmed when you schedule your actual externship.Regardless of what type of business hosts the externship or how long it lasts, there are three crucial elements that need to be present for an externship to be successful: structure, clear expectations and explicit communication about the logistics of the externship.

- **Clear Expectations**. (What results would you like to see from this experience?)
  An externship experience is most successful when teacher externs have considered what kind of product or outcome they would like to bring back to the classroom. Teachers should plan several possible ideas and approaches so that collecting information through observations will benefit your classroom instruction. If possible, teachers should do some research before the company visit. The business' annual report and web page are a couple of ways to gather information. They may provide the teacher with some ideas about how to best organize the externship. (See Form 3: *Teacher Externship Agreement.*)

  Including the business partner in your outcome/product planning will aid in communicating clear expectations. (See Form 5: *Externship Planning Document.*)

- **Structure**. The business partner and teacher extern(s) should discuss the activities of the externship and what structure the externship will have. *"During our first meeting, my business partner decided that I should rotate through three departments at his computer company so I would experience the variety of skills needed in his field."* As much as possible, the educator should "experience" the climate and be an active part of the company. The business partners should describe what their jobs entail and how the externs can participate in those functions. The school and business partners should write a job description for longer term externships. The job description will ensure that the teacher meets their objectives and that the business partner is comfortable with how the teacher will fit into the daily routine at the work site. Some teachers have been able to produce "products" such as brochures, curriculum for the business and/or offer their expertise in designing educational software.

- **Logistics**. The planning session should include an overview of details needed to ensure that teachers will be comfortable in the business' culture and have a basic understanding of company protocol. Security and communications procedures, dress codes, work hours, parking arrangements and lunch provisions are some recommended topics to cover. Travel directions to the business site and arrival details, such as which building entrance to use, are also important to include. The best scenario is to discuss all arrangements and the externship structure with the business partner on-site, prior to the start of the externship. Suggested questions to ask your partner before and during the externships are included in this guide. (See Form 6: *Questions To Ask Your Business Partner*)

Once the dates of the externship are decided, teachers should send a confirmation letter to their business partner specifying dates, time and location of the externship, along with any questions that may have occurred to them since the planning session. It is highly recommended that photos be taken during the externship. They can be used for publicity for the school and business, as well as for promoting externships and recruiting other teachers and companies (See Form 7: *Sample Confirmation Letter*)

Step Four: The Days of the Externship

While at the work site, externs may have the opportunity to experience some of these activities:

- Observe workers at the job site and record observations that connect with career competencies.
- Participate in the content matter and projects of the business partner.
- Identify technical skills and discuss recent trends in business/industry.
- Gain an overview of all aspects of the industry to assist students in career awareness.
- Gather information to assist in curriculum development/student product development.
- Share career experiences with business people.

Externship days will pass quickly with many new names, faces, ideas, concepts and experiences. Keeping a journal is one way to remember these busy days and can provide an excellent record for teachers to refer to when creating products. Observations in journals may be helpful to future teacher externs. (See Form 8: *Externship Journal Form*.)

Collecting business cards is an important way to keep track of the many business people you meet and also helps in establishing future contacts with other potential externship hosts or guest speakers for your school. Many educators also distribute their own business cards to foster good communication.

If possible, teachers should be encouraged to wear a name badge, preferably the company's ID badge, to help with introductions.

Step 5: Post Externship

If schools want to build a long term relationship, it's up to the school to keep the partnership alive. Remember, this may be the first time the company has worked with a school and they may need assistance from you. If there are problems or misunderstandings, do not let them slide. Discuss potential problems as they arise with your business partner.

- Follow-up discussions with business partners: At the end of the externship, it is crucial to meet with your business counterpart to formally discuss the externship experience. The best way to judge how effective an externship experience has been is by completing the *Reflective Evaluation Form*. These evaluation forms help teachers to reflect on their observations and experiences and provide externship creators with insights into how to adjust the structure and process of the experience. (See Forms 10 and 11: *Teacher Reflective Evaluation Form* and *Partner Reflective Evaluation Form*.) This is an opportune time to brainstorm ways to incorporate the experience into curriculum and to include the business person in the classroom experience. This meeting helps to clarify what the teacher extern has observed, answer questions and initiate future plans that connect school to work. (See Forms 12 and 13: *Where Do We Go From Here?* and *Externship Next Steps*.)

It is important to keep the partnership alive throughout the school year. Here are some ways teachers can involve business partners in their classroom.

- Invite partner(s) to schools for special events, as well as to join in regular classroom activities.
- If the school has a newsletter, be sure to write about the externship experience and send a copy to the business partner.
- Call, write, or e-mail the partner(s) often to let them know what is happening in the classroom, especially when you do something relevant.
- Send samples of the students' work or anything that shows what is going on in the class. Photos help business partners share the school's news with supervisors and co-workers.
- Thank the business partner for volunteering to support students and education.
- Consult with business partners for ideas.
- Have the students write thank you letters to class speakers and/or become pen pals with professionals at the business through e-mail.

Step 6: Outcomes/Products

Focusing on an outcome/product before the visit aids in collecting the information you need to develop your outcome/product for your classroom. The teachers that developed these products used a form that assisted them in structuring and organizing thoughts and objectives prior to the Externships. A form has been included to help in this planning. (See Form 9: *Making the Curriculum Connection*.)

- Sharing the externship with fellow teachers: An essential part of making externships meaningful is to share externship observations, resulting products and teaching strategies with others. When teachers discuss their externships they provide a network of support to each other and offer brainstorming opportunities about ways to integrate work-site observations into classroom activities. It also helps program coordinators in charge of organizing teacher externships to revise and strengthen the externship process for the future.

- Sharing the externship with students: Teachers will want to share their observations from their externship experience with their students through classroom instruction and curriculum. Suggested ways to develop curriculum based on an externship experience:

    - Identify academic and career pathway skills that were observed at the work site and create a combined skills list or task list of competencies.
    - Design lesson plans/projects that will enhance the ability of students to connect work site skills to their school instruction.
    - Design lesson plans/projects that will enhance the ability of students to problem solve and work as a team.

Creating products in the form of lesson plans, curriculum outlines, and work based scenarios are excellent examples of outcomes that demonstrate the integration between school and the workplace. Instituting new teaching strategies in your classroom that reflect the way business conducts work is another outcome for externships.

G. NEBRASKA SUCCESS STORIES

MAKING TEACHER INTERNSHIPS WORK!

Description. Summer internships are sponsored by the Cooperation BEST School-to-Career Program. The goal of Cooperation BEST School-to-Career Internships is to help Papillion-LaVista teachers and counselors better understand the skills and abilities required in today's rapidly changing workplace. With this increased understanding, it is expected that relevant curriculum and teaching strategies will be developed, tested and implemented. This will result in improving the pre-employment and basic skills competencies of all Papillion-LaVista students. Funding is available through a grant award to Cooperation BEST by the State of Nebraska School-to-Work program.

Staff Responsibilities:
- May 3 Metro Area Interns Teacher Internship Kick-off
- Orientation meeting with employer
- Seventy-five hours including 60 hours of internship, followed by 15 hours of curriculum writing time
- One-and-one-half hour fall sharing session/evaluation
- Complete mini job profiles which will be compiled along with the curriculum "product" due September 2, and shared with all participants
- Staff development presentation to share experience

Benefits to Staff:
- Exposure to skills needed in the workplace 60 hours of internship paid at $13.50/hr.
- Fifteen hours of curriculum writing time paid after receipt of "Curriculum Project" at $13.50/hr.
- Internship can be used on Step 2 or 3 of the district evaluation process
- Five professional growth points are available

Program Areas. All Areas
Grade Level. K - 12 Teachers
Contact. Jean Brown, Papillion-LaVista Public Schools, 420 S. Washington, Papillion, NE 68046, (402) 537-6226.

TEACHER JOB-SHADOWING EXPERIENCES

Description. The last few years, the Southeast Nebraska Tech Prep project has sponsored day-long shadowing experiences for high school teachers. Last summer teachers from a number of southeast Nebraska schools visited business and industry sites to observe and discuss the realities of the workplace. Participants represented Lincoln Public Schools, Raymond Central, Milford, Filley, Malcolm, Louisville, and Nemaha Valley schools. Businesses cooperating as hosts included, among others, Duncan Aviation, Bryan Memorial Hospital, Lincoln Telephone, Cushman, American Tool, and Square D.

The educators were asked to observe the work or tasks performed, analyze the skills and relate them to curricula that they or others teach in their school. All participants reported the experience as valuable. One shadower noted on the final report submitted to the consortium, "whenever a teacher can spend some time in the workplace, it is time well spent. There is no better way to determine if we are adequately preparing our students for the workforce than with firsthand observation."

Other messages that participants thought worth sharing with other teachers were the following:
- Students need to learn to communicate and develop team skills.
- Teachers need to stress computers and technology use in the classroom to a greater extent.
- More problem solving and interpersonal skills need to be incorporated in the curriculum.
- Teachers need to continue teaching in cooperative learning situations with team emphasis.

Businesses across the area are generally enthusiastic about hosting educators. Approximately 20 business/industry sites will be involved during 1996 with opportunities for an estimated 80 teachers.

Program Areas. All Areas
Grade Level. K - 12 Teachers
Contact. Glennis McClure, Southeast Community College, Rt. 2, Box 25A, Beatrice, NE 68310, (402) 228-3468.

H. SAMPLE FORMS FOR EXTERNSHIIPS

TITLE	PAGE #
Form 1 Teacher Profile	12
Form 2 Business Professional Profile	13
Form 3 Industry Agreement	14
Form 4 Externship Check List	15
Form 5 Planning Document	16
Form 6 Questions to Ask Your Business Partner	17
Form 7 Letter Confirming Externship	18
Form 8 Externship Journal	19
Form 9 Making the Curriculum Connection	20
Form 10 Teacher Extern Reflective Evaluation	21
Form 11 Business/Industry Partner Reflective Evaluation	22
Form 12 Where Do We Go From Here?	23
Form 13 Next Steps	24

Form 1

Teacher Externship
TEACHER PROFILE

Name ______________________________

Professional Address ______________________________

Phone ______________________________

Fax ______________________________

E-mail address ______________________________

The best time to reach me is ______________________________

My School ______________________________

Subjects I Teach ______________________________

Grades I Teach ______________________________

THESE ARE SOME PROJECTS I AM CURRENTLY DEVELOPING

◆ ______________________________

◆ ______________________________

◆ ______________________________

CURRICULUM PROJECTS/MATERIALS I HOPE TO DEVELOP AS A RESULT OF THIS JOB SHADOW/EXTERNSHIPS.

◆ ______________________________

◆ ______________________________

◆ ______________________________

Thank you for your participation

Form 2

Teacher Externship
BUSINESS PROFESSIONAL PROFILE

Name ____________________

Professional Address ____________________

Phone ____________________

Fax ____________________

E-mail Address ____________________

The best time to reach me is ____________________

I work at ____________________

My title is ____________________

My job description is ____________________

THESE ARE SOME OF THE PROJECTS I AM CURRENTLY DEVELOPING:

◆ ____________________

◆ ____________________

◆ ____________________

DIRECTIONS TO MY WORKPLACE:
(Please list directions by public transportation, cross street, landmarks, etc)

____

____

____

____

Thank you for providing the above information.

BEST COPY AVAILABLE

Form 3

Teacher Externship
INDUSTRY AGREEMENT

Teacher's Name ____________________

School ____________________

School Address ____________________

School Telephone ____________________ Fax ____________________

Grade __________ Subject Area ____________________ Home Phone ____________________

Site Name ____________________

Site Address ____________________

Site Contact ____________________

Title ____________________

Telephone ____________________ Fax ____________________

Externships Duration:

Day/Weeks ______________ Start Date ______________ End Date ____________________

PURPOSE OF EXTERNSHIPS (Goals)

EXTERNSHIPS JOB DESCRIPTION OR DESCRIPTION OF ACTIVITY:

SCHEDULE OF EXTERNSHIPS ACTIVITIES:

HOW WILL YOU EVALUATE THE SUCCESS OF THE EXTERNSHIPS?

Teacher's Signature ____________________

Company Contact's Signature ____________________

Teacher Externship
CHECK LIST

Form 4

THINGS TO THINK ABOUT BEFORE GOING ON THE EXTERNSHIP

What day will the Externships begin? ________________ End? ________________

What is the expected arrival time?________________ Departure Time? ________________

Where should the teacher report the first day? ________________

Office Location? ________________

Directions to the Externships site (MBTA accessible?) ________________

____

____

Where should the teacher park? ________________

____

What is the process for entering the company building? ________________

____

____

How should the teacher dress? ________________

Bring? (Lunch, notebook, example teacher plans) ________________

____

Form 5

Teacher Externship
PLANNING DOCUMENT

EXTERNSHIPS OBJECTIVES:

PLANNED ACTIVITIES:

CURRICULUM DEVELOPMENT/PRODUCT PROPOSAL:

PROPOSED MEANS OF EVALUATING THE SUCCESS OF THE EXTERNSHIPS SUCCESS:

MATERIAL NEEDS AND RESOURCES:

Teacher Externship
QUESTIONS TO ASK YOUR BUSINESS PARTNER

Form 6

- What is the main purpose of the organization?
- What does this department do within the organization?
- What are your responsibilities?
- What is a typical work day for you?
- What other people do you work most closely with?
- How are computers utilized in this job?
- What other new technologies are used in this department?
- How has technology affected your role?
- What type of education or training is required for your position?
- What type of education or training have you had?
- What new skills have you had to learn since you started working?
- How did you decide on this career?
- Will there be many jobs like yours in the future? How might this job change in 5 years? 10 years?
- What should I be teaching in my classroom to prepare students for employment in your company?
- What do you like most about your position?
- What do you like least about your position?

BEST COPY AVAILABLE

Teacher Externship
SAMPLE LETTER CONFIRMING EXTERNSHIP

Form 7

__________________ Public Schools
Address/City/State/Zip

Date

Business Contact
Business Name
Street Address
City/State/Zip
Dear Mr. Smith:

I am delighted that you have agreed to participate in the School-to-Career Teacher Externships Program.

We discussed, two teachers from____________ High School will begin their externships on Monday, ________ 199___, and complete their Externships on Friday, _________. Their work day will begin at 9:00 a.m. and conclude at approximately 4:00 p.m.

Mr. _____ and Ms.________ are looking forward to meeting you and your associates on Monday. The schedule that your company has arranged for the teachers includes meeting Ms._____and Mr._____ the first day at your company's entrance, issuing a name badge and introducing each teacher to their business associate. We appreciate your willingness to hold follow-up meetings on the first day and last day at your office.

Again, thank you for your support and commitment to the Teacher Externships Program in. This experience will help to ensure that our students are competitive in the workforce of today and tomorrow.

If you have questions or concerns during this Externships, please call me at my office at 402-444-2222.

Sincerely yours,

Name of Coordinator
Externships Coordinator

Form 8

Teacher Externship
EXTERNSHIP JOURNAL

Company ______________________________

Day ______________________ Time ______________________

Department Name ______________________________

Contact Name ______________________________

Title ______________________________

Telephone ______________________________

DAILY ACTIVITIES: (List)

COMMENTS CONCERNING THE ACTIVITIES YOU OBSERVED:

QUESTIONS TO ASK BUSINESS PARTNER:

OBSERVATIONS LINKING SCHOOL-TO-CAREERS:

NOTES AND OTHER COMMENTS:

BEST COPY AVAILABLE

Form 9

Teacher Externship
MAKING THE CURRICULUM CONNECTION

This form can be used during the Externships by the teacher to help organize observations.

Learning Standards Please identify which standards you are going to focus on.	**School-to-Career Competencies** Please choose competencies you will focus on for your Externships.	**Externship Observation** What skills/standards do you observe in the workplace?	**Changes/Enhancements to Classroom Teaching** What content or methodology changes are a result of your Externships observations?
	Communicate and Understand Ideas and Information		
	Collect, Analyze, and Organize Information		
	Identify and Solve Problems		
	Understand and Work within Complex Systems		
	Use Mathematical Ideas and Techniques		
	Use Technology		
	Initiate and Complete Entire Activities		
	Act Professionally		
	Interact with others		
	Learn and Teach on an Ongoing basis		
	Take Responsibility for Career and Life Choices		

Form 10

Teacher Extern
REFLECTIVE EVALUATION OF EXTERNSHIP

Name ______________________________

School______________________________

Business Partner ______________________________

Length of Externships Experience______________________________

1. What was the most important thing you learned from this experience?

2. What did you observe during this experience?

3. Has this experience resulted in a change in your teaching and classroom management?

4. How has this experience benefited your students?

5. Did you achieve your goals for the Externships? (Refer back to the Externships Agreement)

6. What advice would you give others participating in future externships?

Form 11

Business/Industry Partner
REFLECTIVE EVALUATION OF EXTERNSHIP PROGRAM

Company ______________________________

Address ______________________________

Employer ______________________________

Title ______________________________

1. Please describe your experience hosting a Teacher Extern.

2. Would you recommend the program to other organizations?

3. What documents and suggestions do you have that would improve the Externships program?

Form 12 **Teacher Externship**

WHERE DO WE GO FROM HERE?

Communication is key to the continuation of the partnership you have begun during the Externships experience. The answers to the following questions will help ensure that the next phase will happen by planning how you will communicate with your business partner when you return to your students.

1. What will your main form of communication be during the school year:
   Evening phone calls from home?
   E-mail?
   Phone appointments in the late afternoon?
   Regular visits to the classroom or business?

2. Share whatever information you need to make that possible
   Set up as many dates and times as are possible now.

3. When will the Externships partners come to the classrooms?
   What will they do when they visit: Observe? Do a Demonstration?
   Read a book?
   Participate in regular activities?

4. How comfortable is the business partner with the classroom situation?
   Does he/she need instructions or support to become better prepared and more comfortable?
   What can the teacher(s) provide to help?

5. Will teachers and/or students visit the business site during the school year?
   When?
   What will you do there?

BEST COPY AVAILABLE

Form 13

Teacher Externship
NEXT STEPS

Academic Year 199__ to 199__

Teacher(s) ____

Partner ____

Timeline

Task 1	Person(s) Responsible	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug

Task 2	Person(s) Responsible	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug

Task 3	Person(s) Responsible	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug

Task 4	Person(s) Responsible	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug

Task 5	Person(s) Responsible	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug